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VISION STATEMENT

“To encourage the growth of each person through friendship with Jesus”

Our Vision Statement encourages the growth of each person through friendship with Jesus. At St Thomas Aquinas we believe that ‘Catholic Ethos’ is an integral part of our school community and the curriculum. Information and Communication Technology contributes to the religious aims of St Thomas Aquinas because it fosters skills such as: learning, research, Creativity reflection, critical thinking, problem solving, analysis and discernment - all of which promote the search for truth and meaning.

MISSION STATEMENT

At St Thomas Aquinas we live out our mission in four ways: through Faith, People, Education and Innovation.

Faith

- We live out our Gospel values in a Christ-centred community.
- We believe in an education in Catholic faith where all members of the Parish/School community lead by example.

People

- Value the uniqueness of all members of our community and encourage them to share their gifts.
- We respond to the needs of others.
- We build compassionate and caring relationships.

Education

- We believe achievement has its own intrinsic rewards.
- We provide an exciting and challenging environment in which each individual is encouraged.
- We celebrate the joy of discovery and appreciate that mistakes and risk taking are steps to learning.
- We develop each person: intellectually, emotionally, spiritually and socially in an atmosphere of love and respect.

Innovation

- We believe that our community will continue to grow and change and we must meet and welcome these challenges.
- We renew our mission through reflection and education.
- We search for new ways to proclaim the Gospel.
EXIT OUTCOMES

At St Thomas Aquinas we believe our teaching supports our students’ exit outcomes in the following ways:

**Global Awareness**

- Developing competence enables students to learn about their own and other cultures.
- Emphasising the role of communication in enriching relationships and understanding of other contexts and cultures.

**Spirituality**

- Ensuring genuine integration is explored between Religious Education and other curriculum areas.

**Character and Balance**

- Developing knowledge, skills and confidence that empowers students to be productive and good citizens.
- Developing informed decision-making and problem-solving processes to make effective, responsible choices, and enjoy positive relationships in their interactions with people and the environment.

**Active Thinking**

- Developing students’ skills in problem-solving, analysis, synthesis, application, evaluation, communication, information gathering, research and the use of information and communication technologies.
- Extending each students’ ability in being skilled users of technology.

**Effective Communication**

- Developing students’ skills in thinking & problem solving to assist in their learning.
- Communicating successfully in a variety of ways across diverse curriculum opportunities.
- Providing students with a framework to work cooperatively with others and enhance their interpersonal skills.
RATIONALE

Information and Communication Technology has become an integral part of today’s society and will continue to influence all aspects of our lives into the future. Due to changing employment patterns many jobs that the children of St Thomas Aquinas will perform as adults have not yet been defined. People can no longer be guaranteed one job for their life, instead they will need to change and adapt throughout their lifetime.

A vast amount of information is now managed by one of the most significant technologies of our age, the computer. All students require access to computers in a range of contexts and need to develop the skills to use them; to understand information and communication technology concepts, and to analyse the social and ethical implications of using technology.

Through using Information and Communication Technology the students at St Thomas Aquinas should become:

- skilled users of technology at an age appropriate level
- competent thinkers and problem solvers
- effective communicators
- collaborative workers and
- lifelong learners.

The embedding of information and communication technology into the curriculum is an important part of the development of such people.

The Adelaide Declaration on National Goals for Schooling in the Twenty – First Century presented goals in education. The first six goals being the reasons why we should use computers in schools to develop skilled users of technology to create lifelong learners.

1. Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:

1.1 have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others

1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members

1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions

1.4 be active and informed citizens with an understanding and appreciation of Australia’s system of government and civic life
1.5 have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning

1.6 be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society

1.7 have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development

1.8 have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

The Adelaide Declaration on National Goals for Schooling in the Twenty – First Century

http://www.mceetya.edu.au/nationalgoals/natgoals.htm#top
ACROSS CURRICULUM PERSPECTIVES

Information & Communication Technology at St Thomas Aquinas seeks to provide equally for all students and consideration of the following perspectives will ensure the recognition of diversity when planning, teaching, assessing and evaluating the ICT in the Key Learning Areas.

Catholic Ethos

“All curriculum area or subject that is taught within a Catholic school has a religious dimension, a capacity to assist students to examine the world of human culture and the world of religion, providing knowledge and skills, and fostering attitudes and values that are life giving and that assist young people to search for meaning and truth.” Treasures New and Old Core Document, page 24.

We:

• establish a learning environment, which fosters the gospel values of love, compassion, reconciliation, transformation, justice and hope
• provide texts that encourage reflection and critical thinking, problem-solving, analysis and discernment – all of which promote the search for truth and meaning

Aboriginal and Torres Strait Islander Education

“All Catholic Educators and their students need to develop knowledge, understanding and appreciation of Aboriginal and Torres Strait Islander heritage, history and traditional and contemporary culture.” CEO Aboriginal Educational Policy.

We:

• establish a learning environment which is sensitive to, and supportive of, Aboriginal cultures and heritage
• use appropriate resources so as to avoid reinforcing stereotypes
• incorporate Aboriginal perspectives into planned learning activities
• provide examples of indigenous writing and writers
• develop an understanding of indigenous students’ learning styles

Multicultural Education

Multicultural education builds on the cultural and ethnic diversity of Australian society. It is important for teachers to recognise that individual students and their families contribute to our cultural diversity and to enable the school community to benefit from these contributions.

We:

• incorporate multicultural perspectives into learning activities
• provide a wide range of language experiences and learning environments
• include a range of communication experiences which provide interaction with English speakers in pairs and small groups
Gender Equity

Girls and boys develop their views of themselves as “good” readers and writers based on the models to which they are exposed and the extent to which these are valued in the school and the home. Their own selection of what is appropriate is informed by the texts which are provided for students to read, listen to and view. Students should be made aware of how gender expectations are shaped in our society. They need to be provided with opportunities to analyse the values and attitudes which inform socially approved ways of interacting as female or male.

We:
- ensure that teaching/learning activities cater for both boys and girls
- encourage the critical examination of gender bias in texts
- counteract gender bias by providing instances where the media uses positive gender model
- include gender-inclusive resources

Special Needs Education

The special needs perspective involves acknowledgement of the range and diversity of ability amongst students. At St Thomas Aquinas we recognise that children are individuals with special teaching and learning needs. Special needs includes children who need extra support as well as those with particular gifts and talents.

We:
- make use of a variety of teaching and learning strategies that recognise the diversity of the learner group
- allow for different rates of learning and simplify learning tasks
- use early intervention strategies
- provide frequent opportunities to use Information & Communication Technology

Australian Perspective

All Australian students should have the opportunity to learn about their country. This perspective in education recognises and values the cultural, natural and social heritage of all Australians and enables students to build a sense of identity.

We:
- provide access to a broad range of Australian information resources
- provide opportunities to relate this information to aspects of contemporary society

Information and Learning Technology

Technology permeates all aspects of society and as such plays an important role in students’ language learning.
We:
• create stimulating learning environments using a range of technologies and information services
• provide access to word processing functions as a means of communicating in writing
• locate, select and organise factual information
• access the Internet for research and communication purposes
• use software which explicitly teaches & supports all the KLA’s
• use CD-ROMS for research purposes

Literacy

Literacy is an essential component of the Information & Communication Technology.

We:
• use a range of strategies to explicitly teach learning technologies
• provide a range of opportunities to use and develop these skills

Environment Education

Environment Education is about people as part of the living planet and focuses on the interaction of the natural, built (urban and rural), social and cultural aspects of the environment. It deals with facets of this interaction, from personal to global.

We:
• provide opportunities for students to experience God’s creation through a variety of learning and research activities

Work Education

Work Education helps students from pre-school onwards to make informed decisions about school options by developing their skills, attitudes and knowledge relevant to the world of work.

We:
• help students to develop their communication skills
• provide a range of learning experiences which in turn will offer a wide variety of employment possibilities
• provide opportunities for students to develop their IT skills

Religious Education

The use of ICT in Religious Education enables students to:
• access remote material
• prepare multi-media presentations
• analyse the social and ethical implications of using technology.
English

Computers are changing the way texts are constructed and read. The use of ICT in English enables students to:
• become familiar with word processing as a means of communicating in writing
• revise and edit with ease and to use desktop publishing software to create polished products in print and other media
• use a variety of tools to cater for their needs, interests and learning styles.
• gain access to data bases in a range of texts (spoken, written and visual).

Mathematics

The use of ICT in maths enables students to:
• develop knowledge of the contribution of this technology to mathematics.
• develop an understanding of the strengths and limitations of the technology.
• make informed decisions about its use.

Studies of Society and Its Environment

In this curriculum area use of ICT enables students to:
• make drawings, create collages and construct displays
• use data bases and simulations to study historical events or social systems
• analyse statistics and prepare graphs and charts
• access remote material
• prepare reports using word processing technology.

Science

The use of ICT in science enables students to:
• accurately take measurements and record data
• access contemporary and ‘now time’ (e.g. remote sensing) scientific information
• use computer modelling and simulations in scientific endeavour
• analyse recorded scientific data.

Technology

The use of ICT in technology enables students to:
• manage and manipulate both written and graphical information
• physically control a range of equipment and production processes
• learn how to use a wide range of ICT programs and processes in their school studies.

The Arts

The use of ICT in the arts will enable students to manipulate:
• a computer graphics package to experiment with changing colours, shapes and sizes as well as with repetition, pattern, reversal and perspective
• computers, music programs, midi interfaces and synthesizers which are widely used in the world of music to explore and create high quality products
• simple and inexpensive equipment for computer generated animation
• desktop publishing equipment to produce print media products such as newspapers, magazines and posters and to access a range of art by the masters

Languages Other Than English

The use of ICT in LOTE enables students to:
• explore the impact of changing technology on society and the workplace
• work with a variety of text types
• prepare a range of written and graphical texts such as cartoons and captions in their chosen language
• participate in a global classroom through telecommunication networks
• email buddies from the LOTE’s country.

Personal Development/Health/Physical Education

The use of ICT in personal development, health and physical education enables students to:
• be provided with opportunities to develop the skills to explore and use computer-based applications in the area of health and physical activity
• recognise the increasing importance of ICT in the classroom and in our society.

(Source: ACT Department of Education and Training 1994 - Curriculum Framework)
## Scope and Sequence - Social and Ethical Issues

<table>
<thead>
<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
<th>Early Stage One</th>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
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<tbody>
<tr>
<td>Science &amp; Technology</td>
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<td>Science &amp; Technology</td>
<td>Science &amp; Technology</td>
<td>Science &amp; Technology</td>
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<tr>
<td>ICES 1.2, UTES 1.9, PSES1.5</td>
<td>ICS 1.2, UTS 1.9, PSS 1.5</td>
<td>ICS 2.2, UTS 2.9, PSS 2.5</td>
<td>ICS 3.2, UTS 3.9, PSS 3.5</td>
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</tbody>
</table>

### Social and Ethical Issues

- Follows computer user policy
- Uses computer based technologies appropriately
- Examines everyday machinery that use computers (identifies the nature of technology in society)
- Follows internet user policy
- Uses computer netiquette when using email
- Obey copyright laws
- Uses network services in a considerate and responsible manner
- Identifies the impact that computer viruses have on ICT and society
- Demonstrates a moral and ethical approach to the use of technology
- Describes the historical development of technology
- Examines the effect of ICT on society
- Suggests possible future roles in society
- Develops the ability to assess new technologies in the light of their knowledge of existing ones and adapt to new situations

<table>
<thead>
<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
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<tr>
<td>ICES 1.2, UTES 1.9, PSES1.5</td>
<td>ICS 1.2, UTS 1.9, PSS 1.5</td>
<td>ICS 2.2, UTS 2.9, PSS 2.5</td>
<td>ICS 3.2, UTS 3.9, PSS 3.5</td>
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</table>
# Scope and Sequence - General Computer Operations and Concepts

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<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
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<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>English WES 1.12 Science &amp; Technology ICES 1.2, UTES 1.9, PSES 1.5</td>
<td>• Recognises basic computer terminology • Identifies parts of computer technologies • Uses icons on the desktop to open programs • Uses pictorial clues in menu to quit, print and select other options. • Controls the mouse Is beginning to develop basic keyboard skills</td>
<td>• Accesses a school network and be aware of the need for password security. • Uses menus to open and close programs. • Opens and saves files to a specified location • Inserts and ejects disks • Uses the vertical and horizontal scroll bars Uses two hands on the keyboard</td>
<td>• Maintains own folder on the network • Identifies parts of a desktop • Uses print preview to view a document before printing • Uses menu bars to access functions • Selects printer and change print options Begins to develop typing skills</td>
<td>• Accurately uses language associated with computers • Uses file management strategies. • Basic trouble shoot problems • Locates a file using the search facility. • Changes preferences e.g. default folder • Runs multiple windows • Uses special keys combinations for specific purposes e.g. short cuts • Uses the help function independently Uses typing skills</td>
</tr>
<tr>
<td>English WS 1.12 Science &amp; Technology ICS 1.2, UTES 1.9, PSS 1.5</td>
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</tbody>
</table>

## General Computer Operations and Concepts

- Accurately uses language associated with computers
- Uses file management strategies.
- Basic trouble shoot problems
- Locates a file using the search facility.
- Changes preferences e.g. default folder
- Runs multiple windows
- Uses special keys combinations for specific purposes e.g. short cuts
- Uses the help function independently
- Uses typing skills

## Software Examples

- Mavis Beacon Teaches Typing
- Typequick for Success
- Phonics Alive 6
- Jumpstart Typing
- Kid Keys
- Ultra Key Version 4
- Typing Tutor 10

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### Scope and Sequence - Manipulate, Create, Store, Retrieve and Communicate Information – Graphics

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<th>Stage Two</th>
<th>Stage Three</th>
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</thead>
<tbody>
<tr>
<td><strong>Graphics</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>Recognises, names and uses common paint, draw, graphics tools to create images</strong></td>
<td><strong>WES 1.9, 1.12</strong></td>
<td><strong>WS 1.9, 1.12</strong></td>
<td><strong>WS 2.9, 2.12</strong></td>
<td><strong>WS 3.9, 3.12</strong></td>
</tr>
<tr>
<td><strong>Paints and edits pictures and graphics</strong></td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Science &amp; Technology</strong></td>
</tr>
<tr>
<td><strong>Inserts graphics with assistance</strong></td>
<td><strong>ICES 1.2, UTES 1.9, PSES1.5</strong></td>
<td><strong>ICS 1.2, UTES 1.9, PSS 1.5</strong></td>
<td><strong>ICS 2.2, UTES 2.9, PSS 2.5</strong></td>
<td><strong>ICSS 3.2, UTES 3.9, PSS 3.5, PPS 3.4</strong></td>
</tr>
<tr>
<td><strong>Understands the differences between images file types</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>Mathematics</strong></td>
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<td></td>
<td><strong>M 1.7b, N 1.3a</strong></td>
<td><strong>M 1.7b, N 1.3a, The Arts</strong></td>
<td><strong>M 2.1b, 2.3, 2.1, S 2.3</strong></td>
<td><strong>M 3.7, S 3.3, 3.2a</strong></td>
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<td></td>
<td><strong>VAES 1.2</strong></td>
<td><strong>VAS 1.2</strong></td>
<td><strong>VAS 2.2</strong></td>
<td><strong>VAS 3.4</strong></td>
</tr>
<tr>
<td><strong>Software Examples</strong></td>
<td>Paint, Kidpix, Photodraw, Appleworks, Word, Hyperstudio, Publisher, Printmaster Gold</td>
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### Scope and Sequence - Manipulate, Create, Store, Retrieve and Communicate Information – Word Processing

<table>
<thead>
<tr>
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<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Processing</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>Uses a word processor to enter and delete text</strong></td>
<td><strong>WES 1.9, 1.12</strong></td>
<td><strong>WS 1.12, RS 1.8</strong></td>
<td><strong>WS 2.11, 2.12</strong></td>
<td><strong>WS 3.11, 3.12, RS 3.6</strong></td>
</tr>
<tr>
<td><strong>Uses a word processor to enter and delete text and imports graphics with assistance.</strong></td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Science &amp; Technology</strong></td>
<td><strong>Science &amp; Technology</strong></td>
</tr>
<tr>
<td><strong>Modifies text</strong></td>
<td><strong>ICES 1.2, UTES 1.9</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>UTS 2.9</strong></td>
<td><strong>UTS 3.9</strong></td>
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<td></td>
<td><strong>Mathematics</strong></td>
<td><strong>M 1.7a, PDHPE</strong></td>
<td><strong>PDHPE</strong></td>
<td><strong>PDHPE</strong></td>
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<td></td>
<td></td>
<td><strong>COS 1.1</strong></td>
<td><strong>COS 2.1</strong></td>
<td><strong>COS 3.1</strong></td>
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<tr>
<td><strong>Changes page orientation and margins</strong></td>
<td><strong>PDHPE</strong></td>
<td><strong>Uses menu options to edit work</strong></td>
<td><strong>Uses Thesisaurus</strong></td>
<td><strong>Uses the find and replace feature</strong></td>
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<tr>
<td></td>
<td><strong>Uses Spell checker</strong></td>
<td><strong>Cuts, copies and pastes within a document</strong></td>
<td><strong>Constructs and formats a table</strong></td>
<td><strong>Copies and pastes between different documents and programs</strong></td>
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<tr>
<td><strong>Indents text</strong></td>
<td><strong>Uses Spell checker</strong></td>
<td><strong>Copies and pastes between different documents and programs</strong></td>
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<td><strong>Inserts headers and footers</strong></td>
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<tr>
<td><strong>Uses Thesisaurus</strong></td>
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<tr>
<td><strong>Constructs and formats a table</strong></td>
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<tr>
<td><strong>Uses the find and replace feature</strong></td>
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<tr>
<td><strong>Copies and pastes between different documents and programs</strong></td>
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<tr>
<td><strong>Software Examples</strong></td>
<td><strong>Word, Clarisworks, AppleWorks, MS Works, Kid Works 2, Publisher, Open Office, Star Office</strong></td>
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</tbody>
</table>

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Page 13
## Scope and Sequence - Manipulate, Create, Store, Retrieve and Communicate Information – Desktop Publishing

<table>
<thead>
<tr>
<th>Early Stage One</th>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
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<tbody>
<tr>
<td><strong>Integrated Outcomes</strong> (from NSW K – 6 syllabus)</td>
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<tr>
<td><strong>Desktop Publishing</strong></td>
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<tr>
<td>English WS 2.11, 2.12</td>
<td>Science &amp; Technology UTS 2.9</td>
<td>PDHPE COS 2.1</td>
<td>English WS 3.11, 3.12, RS 3.6</td>
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<td><strong>Integrated Outcomes</strong> (from NSW K – 6 syllabus)</td>
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<tr>
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<td>Science &amp; Technology UTS 2.9</td>
<td>PDHPE COS 2.1</td>
<td>English WS 3.11, 3.12, RS 3.6</td>
</tr>
</tbody>
</table>

### Software Examples
- Word, Clarisworks, AppleWorks, MS Works, Kid Works 2, Publisher, Open Office, Star Office

## Scope and Sequence - Manipulate, Create, Store, Retrieve and Communicate Information – Multimedia

<table>
<thead>
<tr>
<th>Early Stage One</th>
<th>Stage One</th>
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<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Outcomes</strong> (from NSW K – 6 syllabus)</td>
<td>Science &amp; Technology ICES 1.6</td>
<td>HSIE CCE1 Science &amp; Technology UTS 1.9</td>
<td>English WS 2.12, TS 2.2 Science &amp; Technology ICS 2.2</td>
</tr>
<tr>
<td><strong>Multimedia</strong></td>
<td>Constructs a slide show with assistance Navigates through a simple CD ROM</td>
<td>Constructs a slide show which includes text, images and sound Creates web pages adding backgrounds and images with support</td>
<td>Chooses appropriate software to construct slide shows Constructs a slide show including movies and animation Uses keywords to search a CD Rom to seek information in response to tasks Creates web pages with links to other files and use appropriate features</td>
</tr>
<tr>
<td><strong>Integrated Outcomes</strong> (from NSW K – 6 syllabus)</td>
<td>Science &amp; Technology ICES 1.6</td>
<td>HSIE CCE1 Science &amp; Technology UTS 1.9</td>
<td>English WS 2.12, TS 2.2 Science &amp; Technology ICS 2.2</td>
</tr>
<tr>
<td><strong>Multimedia</strong></td>
<td>Constructs a slide show with assistance Navigates through a simple CD ROM</td>
<td>Constructs a slide show which includes text, images and sound Creates web pages adding backgrounds and images with support</td>
<td>Chooses appropriate software to construct slide shows Constructs a slide show including movies and animation Uses keywords to search a CD Rom to seek information in response to tasks Creates web pages with links to other files and use appropriate features</td>
</tr>
<tr>
<td><strong>Software Examples</strong></td>
<td>Kid Pix, Hyperstudio, Apple Works, PowerPoint, Open Office, Star Office, FrontPage, Claris Homepage, Dream Weaver, Wombat, Site Central, Netscape Composer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scope and Sequence - Manipulate, Create, Store, Retrieve and Communicate Information – Spreadsheets

<table>
<thead>
<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
<th>Early Stage One</th>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spreadsheets</td>
<td></td>
<td>• Use graphics software to create picture graphs</td>
<td>• Uses graphing software to construct a range of graphs</td>
<td>• Uses a spreadsheet to record, graph and interpret data collected</td>
</tr>
<tr>
<td>Software Examples</td>
<td>Compute-a-graph, Excel, Apple Works, MS Works, Open Office, Star Office</td>
<td>• Uses a spreadsheet to record numerical data</td>
<td>• Uses a spreadsheet to record, graph and interpret data collected</td>
<td>• Uses spreadsheets to make calculations</td>
</tr>
</tbody>
</table>

### Scope and Sequence - Locate, Access, Evaluate, Store, Retrieve and Communicate Information - Email

<table>
<thead>
<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
<th>Early Stage One</th>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td></td>
<td>• Displays an awareness of electronic mail</td>
<td>• Sends and reads email with assistance</td>
<td>• Demonstrates an awareness of the issues related to the use of email/internet e.g. viruses Manages mailboxes</td>
</tr>
<tr>
<td>Software Examples</td>
<td>MyInternet, Outlook Express, Outlook, Groupwise</td>
<td>• Sends and reads email</td>
<td>• Sends and reads email</td>
<td>• Demonstrates an awareness of the issues related to the use of email/internet e.g. viruses Manages mailboxes</td>
</tr>
</tbody>
</table>
## Scope and Sequence - Locate, Access, Evaluate, Manipulate, Store and Retrieve Information - Databases

<table>
<thead>
<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
<th>Early Stage One</th>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Technology</td>
<td>Science &amp; Technology</td>
<td>English RS 2.6, HSIE/SOSE CCS 2.1, Science &amp; Technology LTS 2.3, ESS 2.6, ICS 2.2, UTS 2.9</td>
<td>English RS 3.6, HSIE/SOSE CCS 3.1, Science &amp; Technology ESS 3.6, UTS 3.9 Mathematics N 3.5</td>
<td></td>
</tr>
<tr>
<td>Databases</td>
<td>Browses a fixed database</td>
<td>Uses prepared databases to gather information</td>
<td>Understands basic terminology</td>
<td></td>
</tr>
<tr>
<td>Software Examples</td>
<td>MS Access, MS Works, Alice for Windows, Filemaker Pro, First Fleet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Scope and Sequence - Uses a variety of technologies to retrieve information - Peripherals

<table>
<thead>
<tr>
<th>Integrated Outcomes (from NSW K – 6 syllabus)</th>
<th>Early Stage One</th>
<th>Stage One</th>
<th>Stage Two</th>
<th>Stage Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>English WES 1.9, 1.12, WS 1.9, 1.12, 2.9, 2.12, 3.9, 3.12 Science &amp; Technology ICES 1.2, ICS 1.2, 2.2, 3.2 UTES 1.9, UTS 1.9, 2.9, 3.9, PSES1.5, PSS 1.5, 2.5, 3.5, PPS 1.4, 2.4, 3.4, Mathematics M 2.1b, 2.3, 1.7b, 2.1, 3.7, S 2.3, 3.3, 3.2a, N 1.3a, The Arts VAES 1.2, VAS 1.2, 2.2, 3.4</td>
<td>Uses a digital camera to take photos</td>
<td>Uses a video or digital camera to capture still shots and/or movies</td>
<td>Downloads images from a digital camera</td>
<td>Sets and uses the different functions on a variety of peripherals</td>
</tr>
<tr>
<td>Software Examples</td>
<td>MS Access, MS Works, Alice for Windows, Filemaker Pro, First Fleet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STATEMENT OF AGREE PRACTICE FOR TEACHING AND LEARNING STRATEGIES

All computers connected to the school server have access to a laser printer, email and the internet. Each computer has Microsoft Office XP installed that provides access to publishing software. Other software is available through the server or can be borrowed from the library and loaded on the classroom computer. (see Appendix 2)

At St Thomas Aquinas, the teachers believe that it is necessary to provide opportunities for students to acquire, organise and communicate information using computer technology. As a result we have agreed that all teachers will provide students with the opportunity to use Information and Communication Technology (ICT) each week. Each class is timetabled to go to the Information Literacy Centre for at least one hour per week. The Information Literacy Centre has three pods of six computers & an Interactive Whiteboard. Each classroom has at least two computers connected to the school server as well as an Interactive Whiteboard.

At St Thomas Aquinas we aim to provide our students with the skills and knowledge necessary to use technology to:

- communicate effectively and creatively
- access, retrieve, interpret and evaluate information
- maximise productivity and skill development.

To achieve this we have developed a scope and sequence, which sets out the minimum skill development for each grade level. Teachers are required to provide activities that will ensure the children develop the appropriate skills.

ASSESSMENT

At St Thomas Aquinas we believe that we should pursue assessment that is meaningful and child centred. We believe that assessment is a vital part of the curriculum process.

Within the stage-outcomes structure adopted in Treasures New and Old and NSW K-6 KLA Curriculum Documents, planning, teaching and learning, assessing and reporting are closely linked. Assessment itself is the process of gathering and interpreting information about students progress, therefore it needs to be both formative and summative to:

encourage more effective learning;

foster students’ reflection on their learning;

indicate the degree to which students are progressing towards the achievement of program aims and stage outcomes;
highlight the needs of individual students;
assist teachers to improve their teaching methods
provide information that will assist in the evaluation of K.L.A. programs;
and
provide a basis for reporting on student progress to parents and to the students themselves.

**REPORTING**

*Reporting is conducted at the end of semester 1 and 2. It is our formal communication to parents regarding student’s progress. Reports will:*

- focus on student’s strengths
- use family-friendly language
- be constructive
- be outcomes-based and specifically linked to our programming.

*Formal written reports and personal interviews with families are held towards the end of each semester. Interviews to address areas of concern are arranged as the need arises.*

**RESOURCES**

Information & Communication Technology is fully integrated in the curriculum so a wide variety of resources are used with the support of the internet, CD-ROM’s, Information Literacy Centre, Interactive Whiteboards & Myinternet. These resources enhance the students learning to become skilled users of technology.

**EVALUATION**

Evaluation is an important part of curriculum development and is essential as it enables us to be accountable in the achievement of outcomes and to organise effective teaching and learning using sequential and integrated learning experiences.

Evaluation of teaching programs takes place on a regular basis using professional dialogue between staff members at staff meetings.

It is planned that the evaluation of Information & Communication Technology will be ongoing.
BIBLIOGRAPHY

ACT Department of Education and Training 1994 - Curriculum Framework

The Adelaide Declaration on National Goals for Schooling in the Twenty – First Century
http://www.mceetya.edu.au/nationalgoals/natgoals.htm#top

Vision Website CEO Canberra Goulburn
http://www.vision.cangoul.catholic.edu.au/teaching/learning_technologies/iwbs/resources.htm
APPENDICES

Appendix 1  Guidelines for Software
Appendix 2  St Thomas Aquinas Software
Appendix 3  Guidelines for Internet Use
Guidelines for Email Use
Guidelines for MyInternet Use
Guidelines for Shared Server Use
Appendix 4  St Thomas Aquinas Student User Policy
Kindergarten – Year 2
Year 3 - Year 6
Appendix 1

Guidelines For Software Use

All software used at St Thomas Aquinas will provide the students with appropriate learning simulations and materials that are educationally sound and in line with our Catholic ethos and school mission statement.

All requests for software purchases need to be made through the Learning Technologies Specialist. Purchases will be made based on the availability of funds, the suitability of the software and the relevance to the school curriculum.

There may be times when students and teachers bring their own learning simulations to school. These may be used provided they are deemed appropriate and the original discs or CD Rom remain on the premises whilst the software is in use.

We accept that there may also be times when students and teachers will bring their own discs to school containing files that are related to work being completed. These discs may be used in the school computers provided the classroom teacher uses the virus checking software on the disc before any file is opened. Only files relevant to school can be printed.
Appendix 2

ST Thomas Aquinas School Software 2005

Reference

Children’s Encyclopedia - DK Learning  Ages 7-11
Eyewitness Children’s Encyclopedia is a comprehensive reference simulating virtual reality.

Britannica Online – School Edition  (MyInternet up to date online references)

Teacher Resources

Click Art - The Instant Image Resource
Christian Illustrations - Inspired Creativity for Newsletters, Bulletins & More

Click Art 40,000
A variety of useful artworks & effective images with a mixture of black & white or colour images to choose from.

Ellis Christian Clipart
Christian & Bible clipart images under category headings eg. New Testament, Crosses, Maps, Sacraments etc

Make a masterpiece (sample)  Crayola
- Personal Art Guide
- Famous Art, Artists & Techniques
- Explore the World

Mavis Beacon Teaches Typing
Deluxe Version 9 Features - Games that improve typing skills

Media on Demand  - A video library on your computer with interactive software
Media on Demand, by Classroom Video, is a video on computer with indexing and search facilities that gives you instant access to any part of your video collection.

Print Shop Deluxe  - Site licence for 10 Users
Greeting Cards, Banners, Signs, Calendars & more Stunning Graphics & Striking Text Effects

Teaching and learning for a sustainable future  Griffith University
25 modules of interactive activities for pre-service or inservice education of teachers.
- Curriculum Rationale
- Teaching about Sustainability Across the Curriculum
- Interdisciplinary Curriculum Themes
- Teaching & Learning Strategies
Teaching Information Skills

Teleteaching 1996  Practising What We Preach
Two sections:
1. Introductory animation
2. HTML Web documents

The Down Under Collection - True Blue Clip Art for Home & School
Clip-art library of over 1500 Australian images both in full colour & black & white. The collection features over 50 categories

General Programs

A last resort?  The Report of the National Inquiry into Children in Immigration Detention
This Report sets out the major findings and recommendations of the inquiry.

Ancient Lands
Ancient Lands takes you back in time to ancient Egypt, Greece, and Rome. What was life like then?

Canberra Australia’s National Capital
Students learn more about Canberra and what it has to offer.

Dangerous Creatures

Doco-On-A-Disc  MAC CD – ROM’s
Australian Wildlife 1
Fire & Heat
Gold Rush!
Mining
Movie Extras
Rainforest Vegetation
Rainforest Wildlife
Scenic Moods
Wetlands

Eat Smart  CSIRO
How well do you eat?
Explore the virtual kitchen to find out!
Test you knowledge of food and nutrition!

Final Cut Express  - Edit Like a Pro x3  MAC CD – ROM
Provides professional-level editing, compositing, and real-time effects for full-featured DV editing.

History of the World  DK Multimedia
Eyewitness History of the World has 10 different time zones.
Historical themes – Culture, Everyday Life, Innovation, Who’s Who & Quiz Master
Keynote – When Your Presentation Really Counts

Keynote makes creating slides simple, elegant and efficient.

Lore of the Land - Reconciling Spirit & Place in Australia’s Story
Cultural insights into the landscape & the indigenous people. Free site licence

Operation Eco – nightmare
Students mission is to save the planet from the ultimate ecological nightmare.

Our Australia Series - Famous Australians - Book 1
Australian History - Book 2
Australian Events - Book 3
CD – ROM in each book, photocopy masters and internet references
Each CD-ROM has a site licence for 5 Therefore site licence of 15 total

Reflections of Canberra
Images from the archives of the ACT Heritage Library Free site licence

Snap Dragon - Toddler – Age 6
Basic fun learning activities for the younger child. Appropriate for Kinder on an old computer.

Soundtrack - Produce Music with Thousands of Loops and Effects MAC CD – ROM
Soundtrack makes it easy to produce music for videos, DVDs, websites, presentations, or your own recording projects.

The Australian Photo Library
1400 Australian Photos for Desktop Publishing, Web & Multimedia

The Ultimate Human Body 2.0 DK Learning
Take an informative, interactive, entertaining journey through the wondrous world of the human body.

Understanding Australia - The Land and it’s People Free site licence
Ten Year 6 topic addressed on CD-ROM
1. Gondwana
2. Ancient Times
3. Sailing Ships
4. Transportation
5. Gold & Minerals
6. Settlers
7. Inland Yearnings
8. Wars
9. Near neighbours
10. Reconciliation

Voices from the War Free site licence
Voices from the War has over a thousand screens of photos, paintings, objects, letters, diaries and original archival material from the Australian War Memorial.
What’s In A Name?  Australian Geographical Names  Free site licence
The CD-ROM publicises Australian geographical names, how they were given, their history and heritage, their character and how they have and do shape Australian culture.

Religious Education

Early Stage 1 & Stage 1

Noah’s Ark - An interactive adventure.
Noah’s Ark enables students to read through twelve animated scenes, enter their own stories, rearrange elements within individual scenes and access a range of activities including shape recognition and pattern matching.

The Story of Creation - Interactive animated stories that bring the Bible to life.
The Story of Creation is developed in a fun learning environment where characters and objects come alive and bring a whole new dimension to storytelling.
Students have a choice of READ THE STORY or EXPLORE THE STORY.

English

Early Stage 1 & Stage 1

ABC’s and 123’s
Enhances student’s logic, Promotes listening skills, Improves object matching, Identifies differences, Increases memory recall, Builds vocabulary skills & Stimulates creativity.

Always Authur
A Story by Amanda Graham & Donna Gynell
4 Principle Activities - 1. Look and Listen
       2. Read with Me
       3. Think about the Story
       4. You Read

Blinky Bills Extraordinary Balloon Adventure
There are three major navigational pages:
1. Mr Wombat’s Living Room
2. The Story Book Home Page
3. The Memory Game Home Page
How Things Work in Busytown - Richard Scarry's MAC CD – ROM
Learning Skills:
- Problem solving
- Colours and counting
- Word recognition and vocabulary
- Cause-and-effect relationships
- Pattern recognition and sequencing
- Community roles and processes

Kindergarten Sight Words - in association with St John the Apostle, Florey
Power Point presentation of sight words. Students recognise and say or listen to sight words.  
Sight Words 1  Sight Words 2  Sight Words 3

Know more Words
The fun way for kids aged 6 to 9 to learn to read and spell
- Program uses the 200 most used words
- 200 words with common letter clusters
- Essential spelling and word recognition skills
- Look, say, cover, write, check approach

Let's Go Read - An island adventure
Early Stage 1 Resource
Builds Reading and Thinking Skills through Active Exploration.

Little Monster At School - Mercer Mayer’s
Living books: Children don’t just read them. They live them. Includes storybook

Macquarie Alphabet I Spy - x 2
Learning letters, Spelling words & Making jigsaws

Phonics Alive! - Teaches Single Sounds of the Alphabet x1
Version 1.1  Ages 5 - 9  CD – ROM & Operating Manual

Phonics Alive! - Teaches Single Sounds of the Alphabet x2
Version 1.1  Ages 5 – 9  CD – ROM  Teacher resource materials provide clearly-presented blackline masters with activities to consolidate and expand upon software lessons.

Phonics Alive 2 - The Sound Blender
The sound blender assists students in recognising and decoding previously unknown words. The 12 modules each contain an Introduction, Rhyming Exercises, Blending Exercises and keyboard exercises. Teacher resource materials provide clearly-presented blackline masters with activities to consolidate and expand upon software lessons.

PM Story Books
The PM Story Books are part of the PM Library, an extensive collection of books and related materials that are a valuable in helping children to read.
Reading – The children can listen to or read the stories with the text & illustrations on the screen.
**Cloze Exercises** – Children choose the correct word from the alternatives shown.

**Writing** – Children write their own stories based on the illustrations provided. The finished product can be read aloud by the computer, printed and saved.

**Spelling Games** – ‘Treasure’ is a variation on the hangman game, in which the computer speaks the mystery word. In ‘Slide’ the word must be spelled sequentially.

**PM Readers Blue** - **Level 9 - 11**

**Storybook titles:**
- Magpie’s Baking Day
- The lion and the rabbit
- Sally’s friend
- Honey for Baby Bear
- The best cake
- Jane’s car
- Tabby in the tree
- The house in the tree
- The Christmas tree

**PM Readers Green** - **Level 12 – 13**

**Storybook titles:**
- The Naughy Ann
- Brave Triceratops
- The clever penguins
- Pete Little
- House-hunting
- Candle-light
- Mrs Spider’s beautiful web
- Ben’s tooth
- Ten little garden snails
- The fox who foxed

**PM Readers Orange** - **Level 15 – 16**

**Storybook titles:**
- The biggest fish
- The careful crocodile
- The dinosaur chase
- Rebecca and the concert
- Roller blades for Luke
- Sarah and the barking dog
- Toby & BJ
- Toby and the big red van
- The toy farm
- Two little goldfish
PM Readers Turquoise - Level 17 – 18

**Storybook titles:**
- Monkey tricks
- Jonathan buys a present
- Nelson, the baby elephant
- Toby and the accident
- Little dinosaur escapes
- Bird’s eye view
- The hailstorm
- Ant city
- The nesting place
- Jordan’s lucky day

**Reading and Phonics**
Students discover the fantastic world of reading through games, fun facts and pictures.
- Animation Magic
- Fun Facts
- Word Find Games
- Vowel Games
- Concentration Games
- Match Games
- Memory Games
- Read Along with Me

**Reader Rabbit’s - 2nd Grade Collection**
The proven, step-by-step approach to 2nd grade success.

**CD 2**  Reading Journey – interactive
Learn core reading skills for Grades 1 & 2

**CD 4**  Reading Development Library 3
Apply new skills
Interactive storybooks - The Goose that Laid the Golden Egg & Princess & the Pea.

**Super spell – A Day At The Beach**

**The New Kid on the Block** - poems by Jack Prelutsky
Living books : 18 selected poems  Abridged Story Book included

**Stage 2**

**Phonics Alive! 3 - The Speller**
The Speller is structured around 15 different Modules each dealing with a specific spelling focus. Teacher resource materials provide clearly-presented blackline masters with activities to consolidate and expand upon software lessons.
Stage 3

Carmen Sandiego Word Detective  ACME Agent Handbook

Scholastics Literacy Place – Technology
The Literacy Place packs include:
- Smart Place CD-ROM
- Technology Users Guide
- 6 Focus Books
- 10 Students Magazines
- 3 Supplementary Books
- Teacher’s Resource Book
- Blackline Masters

Titles available –
- Big Plans
- Discovery Teams
- In the News
- It’s a Mystery
- Natures Guides
- Worlds of Wonder

Spinout Stories - Greygum Software  Red Pack  x2
Titles - The Surf Shop, Dream to Stay Alive, Shark Ride Bay & Gorilla Gang
Includes SpinWorks worksheet generator.

Spinout Stories - Greygum Software  Blue Pack  x2
Titles - The Best Mechanic, Reptile Zoo, Diesels and Dirt & Saltwater Crocodiles
Includes SpinWorks worksheet generator.

Science

Exploring our Solar System
Students Discover outer space and our incredible neighbouring planets through fun-filled interactive games, fun facts and pictures.
Printable 24-Page Activity Book

Where in Space is Carmen Sandiego?  Deluxe
A crime –stopping chase through the galaxy

Mathematics

Numbers Up!  Volcanic Panic  The Number Strand
Covers Numeration, Addition, Subtraction, Multiplication, Division, Fractions, Decimals, Percentages, and Ratio.

Numbers Up! 2  Baggin’ the Dragon  Measurement Space Algebra Data
Covers Measurement, Time, Space, 2D, 3D, Position, Chance & Data, Algebra and Graphs
Compute-A-Graph
Helps students to organise data and generate graphs that have the professional look. 20 Worksheets that students can create graphs from. Free site licence

Early Stage 1 & Stage 1

ABC's & 123's
Enhances student's logic, Promotes listening skills, Improves object matching, Identifies differences, Increases memory recall, Builds vocabulary skills & Stimulates creativity.

Let's Go Shopping
Provides students with the important survival skill of shopping. Photocopy worksheets in folder.

Maths Goes Mental
The fun way for kids aged 5 to 12 to learn their tables and number facts.

Stage 1, Stage 2 & Stage 3

Times tables 1 to 12
Times table lessons, times tables skills tests and times tables maze game

Stage 2 & Stage 3

Carmen Sandiego Maths Detective x2
Thrilling Missions for Maths Success

LOTE

Early Stage 1, Stage 1, Stage 2 & Stage 3

Asia at a Glance x4
Student reference and project resource that focuses on nine Asian countries. Suitable for upper primary. The main countries profiled are China, India, Indonesia, Japan, Korea, Malaysia, Philippines, Thailand and Vietnam.

Hebat! Learn Indonesian x6 (missing original CD-ROM from original folder)
This colourful multimedia resource uses text, audio and visual elements, including animations, graphics and movies, to teach and revise Indonesian. 20pp support booklet x1

Stage 3

Accessing India
Featuring 78 images of India.
This program relates to the texts Into India, Exploring India and Raining Surprises.
The program is further supported through the Access Asia website: http://www.curriculum.edu.au/accessasia/india/index.htm
Interactive Programs

**Early Stage 1 & Stage 1**

**Curious George** - Paint & Print Studio
Drag & drop images to create your own artwork.

**Disney - Toy Story 2**
Activities
- Cone Chaos
- Toy Shelf Showdown
- Critter Corral
- Luggage Lunacy
- Create-A-Comic-Book
- Woody’s Printing Press

**Happy Safe Educational CD – ROM** - Free site licence
**Constable Kenny Koala** - What do we want? NO TROUBLE

**Millie & Baily** - Kindergarten adventure
Confidence and Skills for Success in School

**Ollie Saves The Planet** - Free site licence
Join Ollie to Reduce, Reuse, Recycle & Rethink your actions in the areas of Waste, Water, Energy, Air & Biodiversity to move towards Sustainability.

**The Computer Classroom** - Early Infants Ages 5 -6 x2
Reading, Maths & Numbers, Spelling and the alphabet, Educational games and jigsaws.

**The Treehouse**
Students will make discoveries about music, science, mathematics, and language as they play the program.

**Stage 2**

**Big Ideas** - discovering the value of creativity & innovation
The city is being robbed of its good ideas and now it is up to you to help Ruby and Lucas solve the crimes, and enter the Big Ideas competition.

**Carmen Sandiego Junior Detective**
Introduction to Countries & Culture

**Stuart Little 2** - Year 3 – 10
16 interactive opportunities covering broad range of KLA’s with three levels of difficulty.

**The Saddle Club** - Willowbrook Stables
Horseback adventure searching for clues to save Willowbrook Stable.
Where in the World is Carmen Sandiego?  Deluxe
Includes information on world geography, history and culture as students play the game.

**Stage 2 & Stage 3**

**A Tale of Two Worlds**  x5  Free site licence
Contains 16 interactive learning opportunities covering a broad range of key learning areas with three levels of difficulty. It is suitable from Year three up.

**Conflict Fleet Dragon Boat**  x2  Free site licence
Featuring 2 real-time adventure games....
A virtual history of Australian Immigration.
This program also makes use of the World Wide Web.

**Ingenious! Become a secret agent**  x2
This is an interactive adventure which challenges 8 – 14 year olds to investigate five real-life Australian science mysteries. Students get to face the same dilemmas and choices as the actual scientists who worked on each case.

**I Spy Australia 2000**
Students learn all about the 4 corners of Australia, advance problem solving techniques, logical thinking, and advanced motor skills in this adventure.

**Moorditj - an Australian Indigenous Cultural Expressions**  x2
Explore the cultural expressions of 110 Indigenous Australian artists, and finding out how you know about Aboriginal and Torres Strait Islander art.  Free site licence

**Sim City**  x2
When you play SimCity 2000, you become the planner, designer and Mayor of an unlimited number of cities. You can take over and run any of the included scenario cities, or build your own from the ground up.
SimCity 2000 is primarily a "building" game, where you create and try to increase the size of your cities--but you also have plenty of opportunities to destroy. From bulldozers to earthquakes to air crashes, the implements of destruction are only a mouse-click away. But remember, it's a lot more challenging to build than to destroy, and the lives, hopes and dreams of millions of Sims are in your hands.

**The Great Barrier Reef**  x2
This CD-ROM, looks at Australia's Great Barrier Reef .
Using thousands of pages of facts, thousands of brilliant high quality colour photographs, and around 40 minutes of video, this CD makes the reef come alive. Take a tour, or browse around as you wish. Find out how the reef was formed, how it is managed, the threats, benefits and dangers of the reef.
Stage 3

Ann Fibian - Enviro Sleuth based on the Murray Darling Basin
Ann Fibian explores the relationship between the history of the Murray Darling Basin and the current environmental problems, and demonstrates some ways in which these problems can be solved. The central character, Ann Fibian, is a corroboree frog who works as a sleuth. Free site licence

Boswells Dilemma - drug education Free site licence
Boswell’s Dilemma is a drug education resource focussing on over-the-counter and prescription medications, and common drugs such as coffee, alcohol and nicotine.

Discovering Democracy - Primary Kit x2 Free site licence
1 video, 2 CD-ROMs, 6 posters, 8 cards, Booklet – Using the Primary Kit, Reference Books – A Guide to Government & Law in Australia.

Kangaroo Crypt - 4 Billion Years of Extraordinary Australia x2
Features: Free site licence
• 17 animated eras to explore
• 50 Quests to answer
• games & puzzles to play
• a comprehensive database of animals and eras

Prime Ministers of Australia Free site licence
This program provides a structure to review major issues and events in Australia’s political history since Federation, using the Prime Ministers of a particular period as a focus for a range of contemporary sources (film, sound, photographs, cartoons and newspaper articles) to provide evidence of the history of the time.

Stage Struck - Discover Australian Performance Free site licence
Create a show, Sneak backstage, & Visit the Greenroom as part of a interactive theatre game. Refer to Vision Myinternet for Blooms & Multiple Intelligence Unit.
1. Teaching & Learning 2. Learning in an online world 3. Online material 4. Stage 3
Appendix 3

Guidelines For Internet Use

At St Thomas Aquinas, we believe that:

The internet is.....

• a rich source of information
• a powerful research tool
• an effective means of communication

The internet is not......

• a good place for children to play
• a quick or efficient way to access information without particular skills and strategies
• the only place to find information

Because of these points the following procedures will govern the use of the internet at St Thomas Aquinas.

Students:

• will be supervised while on-line.
• will visit sites only at the direction of the teacher. i.e. use a specific URL or book marked URL.
• will not follow links away from a specific site without permission.
• will conduct searches only with teacher direction.
• are as responsible for good behaviour on-line as they are on the playground and in the classroom.
• and their parents will sign the accepted use agreement at the beginning of each year. (see appendix 4)

Teachers:

• will prepare for lessons and projects using the internet by visiting sites and related links to check their appropriateness.
• will closely supervise children using the internet.
• will have developed specific purposes for the children’s internet use.
• will be responsible for policing and enforcing the accepted use agreement.
• will make themselves aware of the benefits and potential dangers of internet use.

It is not anticipated that the children will ever have the need or the opportunity to freely “surf” the internet or use this technology for anything but school purposes.
Guidelines For Email Use

Access to email is available through the school’s connection to “Myinternet”. Email addresses are available for all teachers and students. These addresses will be communicated to parents at the beginning of each year. In this way parents can communicate electronically with both the teacher and their children as required.

Teachers need to supervise emails sent and received by students to ensure all communications are in-line with our Catholic ethos and school mission statement.
Guidelines For MyInternet

Myinternet is set up for all staff & students at St Thomas Aquinas.

- The “Staff Page” is available to all staff and has current curriculum and administration documentation for teachers. The weekly memo of current events is updated each week.

- The school calendar is kept updated for teachers, students and families.

- “Historical Records” are kept of the Term Overviews – 2005 onwards.

- “Myclasses” is where each class has a page for their use. It is the classroom teachers responsibility to maintain this page. Students will have the opportunity to add to the class calendar & journal entries. This page also has curriculum & administration for the class. Students can log on from home if they wish or need to access the class site.
Guidelines For “Shared On Server” Use

This section of the St Thomas Aquinas server is accessible to all teachers at school. Administration & curriculum documentation are kept on the “Staff Page” As the server provides ICT access to all students and teachers, it is important to remember that the operation of the server will slow down considerably as more files are saved in this area. For this reason, only files that need to be accessed by more than one staff member or from more than one workstation should be saved to the server. All other files should be saved in the ‘My Documents’ folder on individual computers or to a memory stick.
Appendix 4

St Thomas Aquinas Student Usage Policy 2006

Kindergarten – Year 2

Rationale

The St Thomas Aquinas computer network, including access to the Internet, is a valuable facility intended for use in teaching, learning, research and administration in support of the School Mission Statement.

Appropriate use of the network, including the Internet, reflects the ideals of honesty and consideration of others. It demonstrates respect for the rights of others and for an individual’s rights to privacy. Users also must develop the necessary skills to use resources effectively so as to complete tasks in a timely manner. Students should use these resources to enhance their educational and social development.

Copyright laws protect authors and publishers by giving them certain exclusive rights to their material. In addition, copyright laws provide an environment where the creative future of the nation is protected and promoted.

Copyright laws also specifically protect software. It is illegal to copy and use software except as allowed by the licence for that software.

At St Thomas Aquinas we believe that the access to valuable information available on the Internet outweighs the possibility that the user may obtain material which is undesirable.

For this reason, St Thomas Aquinas has designed a policy for computer use and this includes an agreement to be signed by both the student and parent / guardian.
St Thomas Aquinas Student Usage Policy 2006

Student Section:

I understand that the internet is a great place to find information and conduct research. I also understand that there are places and things that I can find that are not appropriate for me to see or do. For this reason I agree to follow these rules when using the internet.

When using the internet at school I promise to:
1. Only go to places that are given to me by my teacher.
2. Follow my teacher’s direction when I am searching.
3. Follow links away from a web site with permission.
4. Only use the internet for school purposes.
5. Not misuse the internet or encourage others to do so.

My access to the internet is a privilege and that means I have responsibilities. If I don’t show responsible behaviour by following these rules I accept that the following will happen.

1. I will be reminded of the rules by my teacher the first time I don’t follow them.
2. I will be reported to the principal who will speak to my parents about my behaviour the second time I don’t follow the rules.
3. I will lose my internet privileges the third time I don’t follow the rules.

Signed …………………………………………………… Date…………………

Parent / Guardian’s Section:

I/We understand that our child ………………………………………… will be given supervised access to the internet for educational purposes. I/We also understand that this access is a privilege that can be withdrawn by the school if my/our child does not follow the rules governing internet use.

I/We pledge to support the school by guiding our child towards appropriate internet use at home. I/We will also encourage my/our child to follow the rules at school and to accept the consequences of their actions.

Signed………………………………………………………….. Date ………………
St Thomas Aquinas Student Usage Policy 2006

Year 3 – Year 6

Rationale

The St Thomas Aquinas computer network, including access to the Internet, is a valuable facility intended for use in teaching, learning, research and administration in support of the School Mission Statement.

Appropriate use of the network, including the Internet, reflects the ideals of honesty, integrity, and consideration of others. It demonstrates respect for the rights of others and for an individual’s rights to privacy. Users also must develop the necessary skills to use resources effectively so as to complete tasks in a timely manner. Students should use these resources to enhance their educational and social development.

Copyright laws protect authors and publishers by giving them certain exclusive rights to their material. In addition, copyright laws provide an environment where the creative future of the nation is protected and promoted. Unauthorised copying deprives authors and publishers of valuable income and reduces the incentive to create new works. In all cases the user may only reprint, download, or copy information in accordance with the provisions of the Copyright Act.

Copyright laws also specifically protect software. It is illegal to copy and use software except as allowed by the licence for that software.

At St Thomas Aquinas we believe that the access to valuable information available on the Internet outweighs the possibility that the user may obtain material which is undesirable.

For this reason, St Thomas Aquinas has designed a policy for computer use and this includes an agreement to be signed by both the student and parent / guardian.
Computer Users at St Thomas Aquinas School agree to the following principles:

<table>
<thead>
<tr>
<th>Area</th>
<th>Responsibility</th>
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<tr>
<td><strong>Resources</strong></td>
<td><strong>Students should:</strong></td>
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<td></td>
<td>• Use computers, including Internet access, for educational purposes.</td>
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<td></td>
<td>• Care for the equipment that they are using.</td>
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<td></td>
<td>• Exercise good judgment in visiting Internet sites that are relevant to the topic being researched.</td>
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<td></td>
<td>• Ensure that work is saved correctly to the network, or backed up appropriately on home computers.</td>
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<td></td>
<td>• Always report any misuse of computers or the Internet to the teacher.</td>
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<td><strong>Security</strong></td>
<td><strong>Students should:</strong></td>
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<td></td>
<td>• Treat their own passwords as valuable personal information, and not reveal these to others unless authorized by a member of staff.</td>
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<td></td>
<td>• Log out before leaving a computer.</td>
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<td></td>
<td>• Change their passwords if they have reason to believe that someone else may know these passwords.</td>
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<td><strong>Respect for others</strong></td>
<td><strong>Students should:</strong></td>
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<td></td>
<td>• Respect the personal privacy of others and never attempt to access others' files and information.</td>
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<td></td>
<td>• Be careful of statements that might offend people. This includes the use of offensive language in any document or communication.</td>
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<td></td>
<td>• When sending email, use appropriate language.</td>
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<td><strong>Personal Safety</strong></td>
<td><strong>Students should:</strong></td>
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<td></td>
<td>• Recognise that the Internet is a public place, and always take care to ensure their safety.</td>
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<td>• Notify their teacher immediately if they receive any messages that may be inappropriate.</td>
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<td></td>
<td>• Advise their teacher immediately if they access an Internet site that is inappropriate.</td>
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<td><strong>Copyright</strong></td>
<td><strong>Students should:</strong></td>
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<td></td>
<td>• Acknowledge the source of all material in accordance with School Guidelines.</td>
</tr>
<tr>
<td></td>
<td>• Observe the normal rules of copyright as it applies to all materials. This includes material stored on the school network as well as material downloaded or sourced from the Internet.</td>
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<tr>
<td></td>
<td>• Plagiarism is unacceptable. Downloaded material will be Used in an appropriate manner, listing the source in a bibliography.</td>
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</tbody>
</table>
Each of the students using the School Computer System should take note of the following points:

- You should realise that your use of the system is not private, and the Administrator may log your computer usage. This includes sites visited on the Internet, emails and files changed or deleted on the network.

- Your usage of a computer may be monitored remotely by staff, as well as directly by your teacher.

- You should notify a teacher immediately if you have identified a possible security problem.

- If you mistakenly access inappropriate information, tell your teacher immediately. This will protect you against a claim that you have intentionally violated this Policy.

- Where your assessment requires submission of material produced with the aid of computers, it is your responsibility to maintain copies of this material.

- At St Thomas Aquinas we encourage uploading documents rather than the use of floppy discs.

- Students who choose not to consider the appropriate use of electronic resources at St Thomas Aquinas will have restrictions placed on their use of this equipment. Such restrictions will not excuse students from submission of required work for assessment purposes.
St Thomas Aquinas Student Computer Usage Policy 2006

**Student Section:**

As a student of St Thomas Aquinas I have read the Computer Usage Policy and I understand I have a responsibility in looking after the schools computer resources.

My access to the internet is a privilege and that means I have responsibilities. If I don’t show responsible behaviour I accept that the following will happen.

My teacher will speak to my parents and negotiate my lose of internet privileges for a period of time.

Student’s Signature ___________________________ Date ________________

**Parent / Guardian’s Section:**

As a parent / guardian of a student at St Thomas Aquinas I have read the Computer User Policy that my child has signed. I understand that there will be consequences for my child for any breach of the policy.

Parent / Guardian’s Signature__________________ Date ________________