PURPOSE
The aim of this document is to provide an underpinning for the students’ computer-based technology literacy across all key learning areas.

RATIONALE
Computer-based technologies greatly influence our lives. Students need to be given opportunities to expand their range of learning experiences by being encouraged to become computer literate. Accordingly, computer based technologies should be included in all key learning areas, and in a variety of contexts, to give students wide experience with computer technology.

The environment, in which students live and learn, is continually being changed by the developing technologies. Students and teachers need to develop strategies to allow them to become capable, confident, flexible learners and users of the developing technologies.

KEY POLICY STATEMENTS
Computer-based technologies can be used to support learning across the KLAs by:

- providing motivation to students to undertake tasks they may otherwise avoid;
- increasing opportunities for student interaction and decision making, to cater for individual learning styles;
- making complex tasks manageable. This includes the use of word processors, animation packages, spreadsheets, databases, and desktop publishing packages;
- making repetitive tasks more interesting through the use of games, personal challenges or humorous activities;
- illustrating complex processes or concepts through using simulation and modelling software to explore situations test their ideas and come to new understandings;
- providing access to resources through CD-ROMs or Internet to provide opportunities for students to develop critical thinking and effective information processing skills.

PRINCIPAL’S RESPONSIBILITIES
The Principal will

- develop strategies to give internal and external support to the teachers and students;
- support and supervise the class teachers in planning, implementing and evaluating computer based technologies across KLAs;
- organise a formal structure to report on the students’ computer literacy progress to parents and students.
- ensure appropriate software and hardware is available to provide equity of access to computer-based learning for all students
- develop strategies to monitor student progress
- evaluate, modify and adapt the computer technology policy and scope and sequence to reflect the changing needs of the school

TEACHERS’ RESPONSIBILITIES
Teachers will

- Recognise the diversity of students and groups of students, prior access and attitudes to computer use;
create supportive and challenging learning environments by organising appropriate group structures, manage access to computer resources and integrate computer-based and off-computer activities;
- select and apply specific software to encourage students to explore and discover the potential of technologies rather than merely following conventions or “rules”;
- provide all students with experiences in a wide range of computer-based activities;
- provide meaningful activities and learning contexts
- encourage students to take responsibility for their learning to become more self-directed learners.
- value prior knowledge and encourage students to extend their understanding and capabilities.

STUDENTS' RESPONSIBILITIES
- Students will assume an increasing responsibility for their learning
- Students will be involved in activities that assist in the development of their abilities to:
  - use computer-based technologies to locate, access, evaluate, manipulate, create, store and retrieve information
  - express ideas and communicate with others using computer-based technologies
  - develop an awareness of the range of applications of computer-based technologies in the society
  - discriminate in the choice and use of computer-based technologies for a given purpose
  - develop the confidence to explore, adapt and shape technological understanding and skills to challenges now, and in the future

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