

# DIGITAL EDUCATION REVOLUTION

## IMPLEMENTATION PLAN TEMPLATE

Your implementation plan, as per section 26 of the Digital Education Revolution (DER) National Partnership, should set out the jurisdictional approach to implementation of the Digital Education Revolution.

Please note the following is a guide only, you are not limited by the spaces provided nor by the categories.

Your implementation plan should also include, budget, timelines and milestones and will be balanced and sustainable at the school and sector level.

State: Victoria

Date: 30 September 2009

What processes will be implemented to deploy computers to reach the computer to student ratio of 1:1 by 31 December 2011?

### **1:2 Base**

Rounds 1, 2 and 2.1 of the National Secondary School Computer Fund (NSSCF) provided funding to schools with students in Years 9 to 12 in order to achieve a 1:2 computer-to-student ratio for these students. For the purposes of providing future funding to move to a 1:1 computer-to-student ratio by the end of 2011, the Victorian Department of Education and Early Childhood Development (DEECD) has now deemed that Victorian government schools are at a 1:2 ratio for all students in Years 9 to 12.

### **Processes to achieve 1:1**

The Department intends to implement a 1:1 Pilot program, followed by a number of further rounds to achieve the 1:1 target. In addition the Department will establish an upgraded Secondary school wireless network.

### **1:1 Pilot Program**

DEECD will establish a number of pilot schools prior to the wider deployment of NSSCF funds.

Those schools that participate in the Pilot program would act as models for other schools in moving to a 1:1 computer-to-student ratio. The program would also provide opportunities for staff, parents, other schools and the community to learn more about the benefits of a 1:1 ratio, which will help to foster support for the implementation of 1:1 across the Victorian schools sector.

### **Applications for funding**

In moving from a 1:2 computer-to-student ratio to 1:1 by the end of 2011, DEECD will continue to distribute funds to schools through 'rounds' (Round 3 and beyond). A school's eligibility for future rounds of the NSSCF will be determined by that school's 'capacity to implement' the rollout of computers to move to a 1:1 ratio.

Prior to each funding round, schools with students in Years 9 to 12 will be asked to submit applications to DEECD. These applications will assess a school's 'capacity to implement' and schools will be ranked against the following three criteria:

- 1) Has the school updated its Schools ICT Progression Strategy to demonstrate its commitment to achieve a 1:1 computer-to-student ratio by the end of 2011, and does the school have the capacity to begin implementing this?
- 2) When was the application received by DEECD?
- 3) Is the school in a regional area / an area of growth / have a low Socio-Economic status?

Round 3 of the NSSCF will be held early in 2010, and as such it is expected that schools will be asked to submit applications for Round 3 either late in 2009 or early 2010. School applications will then be assessed against the selection criteria by DEECD and ranked according to that school's 'capacity to implement'.

Future rounds of the NSSCF will allow schools that are not at least initially able to implement a move from 1:2 to 1:1 to apply to receive their allocation of NSSCF funds at a later point. The timing of these future rounds will be based around the anticipated funding flows from the Digital Education Revolution National Partnership.

### **Distribution of funds**

Those schools ranked highest after applications have been received by DEECD will be eligible to receive their respective allocation of NSSCF funds first subject to funding flows across the program period.

Schools that are successful in each future round will receive their full entitlement of funding to move from a 1:2 to 1:1 computer-to-student ratio.

As per Rounds 1, 2 and 2.1 of the NSSCF program, successful schools will be required to sign individual funding agreements which outline the school's responsibilities with respect to achieving 1:1 by the end of 2011, and other such requirements as outlined in the DER National Partnership and associated Bilateral Agreement.

Future rounds will continue to distribute funds to schools such that all schools will reach a 1:1 ratio by the end of 2011.

DEECD expects to distribute NSSCF funds to schools across four future funding rounds – early 2010, mid 2010, early 2011 and mid 2011. Schools will need to demonstrate in their Schools ICT Progression Strategy a timetable and processes for deploying computers such that 1:1 can be achieved within those schools by the end of 2011.

The DEECD model for moving to 1:1 in Victorian Government schools is flexible such that the majority of total NSSCF funding can be provided to schools to move to 1:1 well in advance of the 31 December 2011 target for achieving 1:1 as required by the Commonwealth (subject to funding flows from the Commonwealth to the Victorian Government sector). Therefore if a significant number of schools are deemed to have the 'capacity to implement' a 1:1 ratio, DEECD will have the flexibility to provide these schools with their full funding entitlement.

### **Procurement and Deployment arrangements for schools**

The effective deployment of NSSCF devices is currently the responsibility of schools with assistance from DEECD's Information Technology Division of DEECD and Technical Support to

Schools Program (TSSP).

DEECD has recommended to Victorian Government schools that NSSCF funds be used to purchase Netbook devices up to the value of \$600 each based on the need for schools to achieve a 1:1 computer-to-student ratio by the end of 2011, and the costs involved in effectively supporting these devices over a four year period.

As per Round 1, 2 and 2.1, schools will be required to purchase NSSCF devices from the purchasing panels established for this purpose by DEECD. These panels have been mandated in accordance with the Commonwealth's recommendation that bulk purchasing opportunities are achieved with NSSCF grants.

Victorian Government schools will be required to agree to purchase from these panels in their respective funding agreement letters. More information about the panels can be found at: [www.education.vic.gov.au/management/ictsupportservices/ictproducts/default.htm](http://www.education.vic.gov.au/management/ictsupportservices/ictproducts/default.htm)

In August 2009, DEECD completed a Panel refresh to enable Victorian Government schools to take advantage of product and pricing improvements.

### **Wireless Network Upgrade**

In order to take advantage of bulk purchasing arrangements, DEECD has determined that funding provided by the Commonwealth for network costs will be pooled and used to provide a centrally provisioned network infrastructure and an associated managed operating environment that will improve upon both individual Wireless Access Point capacity and density of coverage in schools with Year 9 to 12 students.

The wireless rollout to schools will operate concurrently with the provision of NSSCF funds to schools for device acquisition in order to move to a 1:1 ratio.

DEECD is currently in the process of establishing the specific technology that will be deployed to provide an enterprise networking solution across all Victorian Government schools that will provide the best long term solution for students in Years 9 to 12.

The rollout of the wireless infrastructure to schools will begin in 2010.

How will your sector ensure that every secondary school in Australia has provisions for each student in Years 9-12 to have access to ICT to enable students to engage with educational tools of the 21st Century and provide equity of access?

The Victorian Government with the Department of Education and Early Childhood Development is taking a multi-faceted approach to ensuring that all students in Years 9 to 12 have equitable access to ICT in order to engage with 21<sup>st</sup> century educational tools.

The implementation processes for the Victorian Government sector of the NSSCF outlined above will ensure that a computer-to-student ratio of 1:1 for Year 9 to 12 students will be achieved in schools by 31 December 2011. This output will allow all students in Years 9 to 12 in Victorian Government schools to have access to ICT as outlined in the Digital Education Revolution National Partnership and Victorian Government Bilateral Agreements.

The Victorian Government is also committed to ensuring that all Victorian government schools have access to high-speed broadband services through the VicSmart upgrade. VicSmart is part of the Victorian Government's commitment to making broadband happen and is supported by network partner Telstra.

Programs such as the Ultranet also ensure that the learning environment is accessible and equitable for all students. The Ultranet promotes a student centred electronic learning environment that supports high quality learning and teaching, connects students, teachers and parents and enables efficient knowledge transfer. It will establish a schools environment for the future that improves the education outcomes of all Victorians.

The Victorian Government, in recognition of the cooperative nature of implementing the Digital Education Revolution, will continue to work collaboratively with the Commonwealth and other jurisdictions to achieve improvement in education outcomes as agreed by COAG.

How will your sector address the four strands of change identified in the Strategic Plan to guide the implementation of the DER?

**Leadership** – that ensures schools have a coordinated plan for the provision of infrastructure, learning resources and teacher capability to address the educational challenges of the 21st Century.

School leaders are provided with resources to support them to develop strategic plans to inform the implementation of all major initiatives. These include:

### **SAIF: School Accountability and Improvement Framework**

The School Accountability and Improvement Framework articulates what schools need to strive to achieve over a four-year period. As an element of this Framework, Annual Implementation Plans describe how the key improvement strategies in the school strategic plan and other significant projects will be put into operation in each of the four years of the strategic plan.

The School Accountability and Improvement Framework focuses on three outcomes - improved student learning, enhanced student engagement and wellbeing, and successful transitions and pathways.

The Framework assists schools to plan for how they allocate staff, time, space, funding, ICT and facilities to the key improvement strategies that support the achievement of the school goals and targets.

**LINK:** <http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

### **eLearning Planning**

The eLearning Planning Guide supports eLearning planning as an integral part of developing the School Strategic and Annual Implementation Plans.

The eLearning Planning Guide consists of a detailed framework to identify where schools are in relation to the five elements of eLearning practice:

- eLearning Leadership
- Learning, Teaching, Assessment and Reporting
- ICT Professional Learning
- Learning Places and Spaces
- Learning Communities.

**LINK:** <http://www.eduweb.vic.gov.au/edulibrary/public/ict/elearnplan/elp09.doc>

The Guide also includes:

- A Matrix - a detailed framework that enables schools to identify where they are in relation to the five elements of eLearning practice
- An eLearning Planning Template to be used with the eLearning Planning Matrix to reflect on current and target eLearning practice and to identify and record relevant strategies and actions for a school's eLearning Plan.

**LINK:** <http://www.education.vic.gov.au/studentlearning/elearning/planning/default.htm>

The eLearning Planning Showcase is a practical resource bank to support eLearning Planning.

The showcase includes:

- an overview of eLearning Planning
- case studies from different schools

- sample eLearning plans
- resources related to eLearning Leadership, Learning, Teaching, Assessment and Reporting, ICT Professional Learning, Learning Places and Spaces and Learning Communities

**LINK:** [http://epotential.education.vic.gov.au/showcase/index.php?showcase\\_id=59%20](http://epotential.education.vic.gov.au/showcase/index.php?showcase_id=59%20)

### **IT Infrastructure - School ICT Progression Strategy (SIPS)**

The School ICT Progression Strategy provides a standardised approach to the design and development of school based ICT infrastructure to support school learning outcomes.

The School ICT Progression Strategy consists of a number of guidance tools and best practice materials to enable schools to benchmark, plan and implement suitable ICT Infrastructure to support learning outcomes..

**LINK:** <https://www.eduweb.vic.gov.au/techroom/tssp/sips/>

**Infrastructure** – access to digital teaching and learning resources and tools for processing information, building knowledge and for communication and collaboration.

Teachers currently have access to a range of digital teaching and learning resources and tools through the DEECD website, Connect, Global Teacher/Student blogging sites and the Digilearn portal (to be superseded by FUSE in 2010). Further details of these resources are provided in the next section.

During 2010 all Victorian government schools will also be connected to the **Ultrahet**.

The Ultrahet is an information and communications technology system that will be implemented in every Victorian government school to support whole school improvement by the end of Term 3, 2010.

The Ultrahet will fundamentally change Victorian government school education by linking whole school communities, parents, students and teachers, and enabling them to communicate and collaborate to improve student learning outcomes. It will bring together key processes and cohesively link curriculum frameworks, student data, evaluation and rich digital resources to powerfully complement face to face learning experiences.

The Ultrahet will enable improved planning and delivery of curriculum, maximising opportunities to learn in ways not previously possible. It will also provide greater access to high quality learning resources and leading edge technology to empower teachers, engage learners and improve opportunities for parents to support their children in the learning process.

As a single, logical, knowledge management system for all Victorian government schools, the Ultrahet will store information about a student's progress from year to year and from school to school. It will underpin knowledge management processes and strengthen educational planning at all levels; for teachers, schools and the Department's central and regional offices.

**LINK:** <http://www.education.vic.gov.au/management/ultrahet/default.htm>

**Learning Resources** – that stimulate, challenge and assist students in achieving desired learning outcomes. These include collaborative and interactive activities as well as instructional and reference materials.

Students and teachers have access to a wide range of learning resources through:

### **Connect**

A collection of websites which have been recommended by both teachers and students, and reviewed for quality and safety by educators before inclusion in Connect. Connect includes unique environments for teachers, Early Childhood, Primary and Secondary students. Users can search for websites, images, video and audio with all resources tagged according to audience. Topic lists of websites assist in locating resources quickly and easily.

**LINK:** <http://www.education.vic.gov.au/connect>

### **Digilearn**

Digilearn a portal delivering access to over seven thousand digital learning resources for use across VELs domains. Digilearn includes The Learning Federation learning objects and digital resources and Intel™ content from Skool.com, comprising 200 Intel™ learning objects, simulations and tool - kits for learning in Maths, Physics, Chemistry and Biology at VELs level 4 to 6. Digilearn will be superseded by FUSE in 2010.

**LINK:**  
<http://www.education.vic.gov.au/studentlearning/teachingresources/elearning/digilearn.htm>

### **FUSE : Find, Use and Share quality Education resources**

FUSE will be launched in early 2010. It will provide teachers with access to a wide range of digital resources.

The resources and information contained within FUSE are arranged under the categories below.

- Professional Learning - Resources to support teacher professional development
- Learning Resources - Teaching and learning content
- Policy and Guidelines - Department policies as they relate to education and practice
- My DEECD - Key personal and human resource administrative functions for educators
- Connect - Key links and websites of teaching and learning

**LINK:** <http://www.education.vic.gov.au/fuse>

### **Working With the Web**

This website has been produced to provide recommendations and resources to help schools:

- develop school policy and practices surrounding cyber safe and ethical use of the internet
- manage and use the internet across the school including the school website
- understand online legalities, including those related to digital copyright and online privacy
- plan curriculum involving the internet.

**LINK:**  
<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>



### **Global Teacher**

A blogging site for teachers.

**LINK:** <http://globalteacher.org.au/>

### **Global Student**

A blogging site for students.

**LINK:** <http://globalstudent.org.au/>

### **DEECD Website**

The DEECD website contains a wide range of resources. Teaching and learning resources are accessed through the Student Learning site.

**LINK:** <http://www.education.vic.gov.au/studentlearning/default.htm>

### **Ultranet**

The Ultranet will be a space where teachers can plan, create and share learning resources. In the one online environment, all Victorian government school teachers can access approved reference materials and build lesson plans that are linked to the Victorian Essential Learning Standards curriculum framework. Lesson plans that are developed in the Ultranet can easily incorporate the use of Web 2.0 technology to facilitate interactive or collaborative activities.

**LINK:** <http://www.education.vic.gov.au/management/ultranet/default.htm>

**Teacher Capability** – teachers have the skills and tools to design and deliver programs that meet students' needs and harness the benefits and resources of the digital revolution.

There are a range of programs and resources provided to build Teacher Capability including:

### **ePotential ICT Capabilities Resource**

The ePotential ICT Capabilities Resource is an online tool created to help Victorian teachers develop their ICT Capabilities to integrate ICT into their classrooms. This resource enables teachers to map their ICT skills for learning and teaching and to see where they fall on the ICT continuum and create learning goals to progress along the continuum. This resource is designed to identify and support the ICT professional learning needs of teachers, to guide eLearning planning and to link to multimedia resources showing student work samples, advice for getting started and videos of classroom practice.

It includes:

- an ICT capabilities framework
- an online survey and continuum
- interactive teaching resources, learning materials and planning tools.
- It provides teachers and school leaders with a framework to set goals and support ongoing ICT
- professional learning which is just in time, not just in case.

**LINK:** <http://epotential.education.vic.gov.au/>

### **E5 instructional Model**

The e<sup>5</sup> Instructional Model is designed to assist school leaders and teachers to develop a shared understanding of how teachers can improve their practice as well as to provide a focus for professional learning and growth. The e<sup>5</sup> Instructional Model supports schools to develop a shared understanding and a common language about what constitutes high quality classroom instruction. It will assist teachers to reflect on their current practice and determine a focus for their professional learning.

**LINK:**

[http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/e5/E5\\_A1PosterTable4.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/e5/E5_A1PosterTable4.pdf)

### **Ultrahet Coaches**

Fifty Ultrahet Coaches have been working with Victorian government schools since 2007. The Ultrahet Coaches have supported over ninety-five per cent of schools to build teachers' capacity in the classroom to plan and deliver ICT rich curriculum programs and to effectively use ICT to assess student learning.

Ultrahet Coaches work closely with school leadership teams to strengthen eLearning practices and improve school infrastructure and access to ICT, in readiness for the Ultrahet implementation. Ultrahet Coaches rollout the Ultrahet in 2010 and continue to support schools until the end of 2011.

How will your sector contribute to promoting access to educational tools of the 21st Century to enable the effective delivery of an online nationally consistent curriculum as well as providing stimulating and challenging learning resources for students?

**Ultrane**

The Victorian Government has committed \$60.5 million to deliver the Ultrane to every Victorian government school. The Ultrane is a critical plank in the Government's overall commitment to a strong education reform agenda. The Ultrane will provide greater access to leading edge technology to empower teachers, engage learners and improve opportunities for parents to support their children in the learning process. The Ultrane incorporates the Victorian Essential Learning Standards, but can be configured to accommodate other curriculum frameworks in the future.

What plans does your sector have for collaboration with other States and Territories and the Commonwealth Government to support teacher development in ICT, the development of ICT curriculum tools and developing support mechanisms for schools?

### **Teaching for the Digital Age Advisory Group (TDAAG)**

Victoria is represented on, and actively participates in, TDAAG which reports to AICTEC. TDAAG has developed a work plan which aims to support implementation of the Digital Education Revolution (DER) Strategic plan. TDAAG has a focus on:

- pre-service teacher capability
- teacher capability
- leadership capability

### **One –to – One Learning**

Victoria is collaborating with South Australia and Queensland, with the support of Microsoft, to develop a suite of practical classroom resources to support the uptake of 1-to-1 Learning in schools.

### **The Le@rning Federation**

The Le@rning Federation develops digital curriculum content for all Australian and New Zealand schools. The project is a collaborative initiative of all Australian and New Zealand governments (including the Victorian Government) and supports schools' in moving into 21<sup>st</sup>-century digital education.

How will your sector contribute to engaging the teacher workforce through equipping teachers, through pre-service and in-service training, with the skills needed to effectively utilise ICT in the classroom?

There are a range of programs and resources provided to support in-service training.

#### Professional Learning in Effective Schools

Professional Learning in Effective Schools outlines a vision for professional learning in Victorian government schools. It unpacks the seven principles of highly effective professional learning.

**LINK:** <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/teacher/ProfLearningInEffectiveSchools.pdf>

#### Peer Coaching

Many schools are implementing Peer Coaching Programs to transfer teaching knowledge and expertise within a school. An ICT Peer Coaching Program Manual has been developed, providing practical resources.

**LINK:** <http://www.education.vic.gov.au/studentlearning/teachingresources/ict/coaching.htm>

**LINK:** <http://www.eduweb.vic.gov.au/edulibrary/public/ict/ICTPeerCoachingManual.doc>

#### The Intel® Teach Program

The Intel® Teach Program provides a range of online and face to face extended professional learning opportunities to assist teachers to design learning sequences for effective learning with ICT in a 21st Century context. Intel® Teach supports the online design of inquiry driven, student-centred curriculum that is aligned with Victorian curriculum standards and pedagogy Over 6500 teachers have participated in the Intel®Teach program in Victoria. Two courses are currently offered:

- [Intel®Teach Essentials Online](#)
- [Intel®Teach Thinking with Technology](#)

This program is also offered as part of pre-service training in two Universities.

**LINK:** <http://www.education.vic.gov.au/studentlearning/teachingresources/ict/intel.htm>

#### **Catalyst: Changing Teacher Practice**

Catalyst: Changing Teacher Practice is a phase of the Microsoft Partners in Learning (PIL) Project, involves 9 model schools and focuses on transforming classroom practice for improved student learning outcomes through the effective use of ICT. Four key areas are:

- ICT professional learning
- ICT and school leadership
- ICT for improved curriculum planning, delivery and assessment
- ICT to support improved pedagogy

Catalyst schools develop and share curriculum resources, as well as tools to monitor and evaluate change in teacher classroom practice.

**LINK:** <http://www.education.vic.gov.au/studentlearning/teachingresources/ict/catalyst.htm>

#### **eLearning and ICT Website**

ICT professional learning links on the website include:

- **ePotential ICT Capabilities Resource Continuum** – teachers will find where they are on the continuum and explore the bank of practical, learning and teaching resources including teacher and student work samples, advice for getting started and professional learning resources.
- **eLearning and ICT Showcase** - Currently there are 14 showcases highlighting innovative and effective uses of ICT including eLearning Planning, Interactive Whiteboards, 1 - to – 1 Learning and Digital Resources such as the Science, Mathematics and LOTE showcases. There is also video footage, student work, comments from teachers and other resources.
- **Knowledge Bank Online Events** - The Department's online events program offers learning and professional development opportunities and seminars/events for Victorian educators organised around a free online virtual classroom space. Participants only need internet access and a microphone headset to participate in events or conduct their own virtual meetings, saving on travel and time and allowing educators to access experts worldwide. Information and training in using virtual classrooms is provided on the website.
- **Regional professional learning:** DEECD ICT professional learning for teachers and leaders takes place in nine regions around Victoria throughout the year. Regional seminars, workshops and presentations include topics such as eLearning Planning, Interactive Whiteboards, Podcasting or Blogs. ICT professional learning programs are organised by each region.

**LINK:** <http://www.education.vic.gov.au/studentlearning/elearning/proflearn.htm>

### **Notebooks for Teachers and Principals Program**

The Notebooks for Teachers and Principals Program (Notebook Program) supports and encourages principals, teachers and para-professionals (instructors) to integrate learning technologies into school classroom and administrative practices. In return for receiving a Notebook, recipients are expected to demonstrate a commitment to ongoing professional development in the use of Learning Technologies.

How does your sector seek to facilitate the implementation of the other National Partnerships, particularly the Low Socio-Economic Status School Communities National Partnership, and how they will meet needs of schools in areas of growth and regional areas?

### **Low Socio-Economic Status School Communities National Partnership**

The Education Partnerships Division of the Victorian Department of Education and Early Childhood Development will pilot a model of extended school hubs that will provide opportunities for co-location, integration of services, cross-sectoral collaboration, cooperation across schools in a network and increased community use of school facilities. This initiative will entail the development of four pilot sites in low SES locations, two of which have been identified in regional Victoria and will involve:

- the development of strategic partnerships with business and non-government organisations including;
- leveraging business involvement in and support for school management and governance;
- brokering arrangements to connect schools with businesses and other organisations to provide access to additional expertise and opportunities for students;
- developing broader partnerships, including with community agencies and other government agencies to provide integrated support services for students from low socio-economic status (SES) schools;
- delivery of multiple interventions in schools and through non-government organisations that might include:
  - establishing programs to support parent efficacy such as after hours literacy programs; and
  - developing parents skills in areas such as technology, maths, science, transitions to school and further education or employment.

In addition Education Partnerships Division is developing a Rural Education Framework to support regional and rural schools. The Framework has a strong basis in Information and Communication Technologies and 21st century curriculum provision, including the Ultranet, Netbooks and ICT infrastructure.

### **DER National Partnership within the national agenda**

Consistent with Victoria's approach to learning and development from within a birth to adulthood framework, the Digital Education Revolution National Partnership is aligned with other relevant work agreed by COAG, including the Low-Socio Economic Status School Communities National Partnership.

Victoria is committed to achieving the agreed COAG outcomes and targets and the goals set out in the December 2008 Melbourne Declaration on Educational Goals for Young Australians and this bilateral agreement and Implementation Plan provides an opportunity to develop and implement focused reform based initiatives which will deliver on these outcomes.

Victoria's strategic directions for school education are outlined in the *Blueprint for Education and Early Childhood Development 2008*. The Blueprint is an integrated reform agenda designed to improve performance and promote excellence across Victorian schools and early childhood services. The agenda is characterised by a system reform focus in a devolved context and is supported by a successful history of education reform within Victoria.

The bilateral agreement and Implementation Plan are aligned with the Blueprint priorities, and

in particular will:

- Strengthen public confidence in a world-class school education system;
- Improve outcomes for disadvantaged young Victorians; and
- Integrate services for children and families.

Both the Digital Education Revolution National Partnership and the Low Socio-Economic Status School Communities National Partnership are part of a broad, whole-of-system strategy designed to implement significant reforms across a range of Victorian schools identified as requiring improvement.

#### **Rollout of NSSCF devices**

In moving from a 1:2 computer-to-student ratio to 1:1 by the end of 2011, DEECD will continue to distribute funds to schools through 'rounds' (Round 3 and beyond).

Prior to each funding round, schools with students in Years 9 to 12 will be asked to submit applications to DEECD. As part of the assessment process, those schools that are in regional areas / areas of growth / low Socio-Economic areas will be given first consideration when it comes to the distribution of NSSCF funds.



How will you work with non-government schools, systems and BGAs to facilitate the participation of the non-government school sector in all elements of DER?

The Victorian Government, as per the Bilateral Agreement which underpins the Digital Education Revolution National Partnership, commits to distributing funding to the relevant non-Government Block Grant Authorities in a timely manner.

Victoria is also committed to adopting a cross-sectoral approach to enhancing educational outcomes for all Victorian students as articulated in Victoria's *Blueprint for Education and Early Childhood Development*. This is expected to include new partnerships between government and non-government schools to enhance local school collaboration especially in school communities in low Socio-Economic Status areas.

How will your sector cater for students with disability?

### **NSSCF**

Rounds 1, 2 and 2.1 of the NSSCF recognised the need to address the specific ICT requirements of students with a disability. In light of this, the Commonwealth Government adopted a more flexible approach in the application of the fund to these students to ensure that they were able to benefit from an increase in access to ICT.

The Victorian Government will continue to recognise the differing ICT needs of students with a disability as was previously done by the Commonwealth Government in Rounds 1, 2 and 2.1.

Where a student with a disability will benefit more from ICT equipment other than a computer in order to best support that students' learning needs, then DEECD will consider whether flexible funding may be appropriate. This ICT equipment may include:

- Multimedia resources;
- Interactive whiteboards;
- Adaptive devices; and
- Interface software.

In the first instance, flexible funding will continue to be applied to those schools and students that have previously been recognised by the Commonwealth as being eligible for such funding. Where new schools and students wish to be considered for flexible funding, DEECD will consider these on a case-by-case basis.

In order to determine the amount of flexible funding to be provided to a school, the following process will be followed:

- Identify the number of students with special needs in the school that require specific ICT equipment
- Divide this number of students by two (moving from a 1:2 ratio to 1:1); and
- Multiply by \$1000.

The movement of specialist equipment between schools will be subject to negotiation between the relevant schools, and the Department of Education and Early Childhood Development.

### **Ultraset**

The Ultraset is an inclusive online environment that will cater for all Victorian government school students.

The Ultraset is compatible with standard accessibility packages and has some specific configurations to cater for students with a disability. Students will be able to view content and applications that are appropriate to their age and/or development level. Teachers will be able to do voice recordings and utilise Web 2.0 technology like video conferencing within the Ultraset.

The Ultraset is a highly flexible system that allows teachers to tailor learning sequences to reflect the individual learning needs, development ages, learning styles and behaviours of students.