

# KENMORE SOUTH STATE SCHOOL



2026 iLearn Information Evening

# Equity and Excellence

Department of Education

Queensland

Good jobs. Better services. Smart decisions.

A progressive, high performing education system realising the potential of every student.

**Equity and Excellence**

Realising the potential of every student

Queensland Government

Department of Education

Queensland

Good jobs. Better services. Smart decisions.

## Equity and Excellence

A progressive, high performing education system realising the potential of every student.

**Our focus**

- Educational achievement**
  - Ensuring each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:
    - have a common goal that every student achieves at least one year of learning growth each year
    - have clear expectations for schools and help them to differentiate support so every student realises their potential
- Wellbeing and engagement**
  - Being healthy, confident and engaged is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and learning. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:
    - know each student and understand what works best for them
    - support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.
- Culture and inclusion**
  - The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:
    - embrace diversity by creating welcoming, inclusive and accessible educational settings
    - value students, parents/guardians, community and stakeholder voice in our approach to teaching and learning.

**Our system initiatives**

- Educational leadership and teaching expertise**
  - Empowering education and leaders to build professional expertise across their career through high quality, targeted development opportunities.
  - Actions include:
    - enhance the capability and confidence of teachers in digital teaching and learning
    - improve connectivity through bandwidth upgrades
    - connect all students to digital learning opportunities through access to devices and technology
    - develop a digital capability to enhance access across the state to learning opportunities
    - improve strategies to support the healthy, safety and wellbeing of teachers, educational leaders and staff
- Digital innovation in teaching and learning**
  - Embedding future focused learning practices that connect students and teachers across Queensland.
  - Actions include:
    - bring together and align resources to deliver a world class educational leadership and teaching institute
    - partner to deliver educational leadership training programs across key career junctures
    - partner to deliver teacher training programs with a focus on expertise in curriculum, teaching and learning
    - implement strategies to support the healthy, safety and wellbeing of teachers, educational leaders and staff
- Integrated responses and educational practices**
  - Integrating planning, design and delivery of education across schools, early years services and community partners to respond to the changing needs of communities.
  - Actions include:
    - implement a renewed educational performance and support model
    - provide educational support learning expertise across the system to assist schools in lifting outcomes for all students
    - align and coordinate school planning processes
    - involve the school review process to support systemic improvement
    - review state schooling meaningful arrangements, planning and responses.
- Revised educational infrastructure**
  - Driving sustainable investment to upgrade and renew educational infrastructure across the school network.
  - Actions include:
    - implement a future focused and long term infrastructure plan to ensure schools can meet the learning demands of the future
    - deliver a clear investment plan to ensure schools meet the learning demands of the future
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**Equity and Excellence in action: School priorities**

**Starting strong**

**Building on foundations**

**On track for success**

**Ready for the future**

**Realising the potential of every Aboriginal and Torres Strait Islander student**

Working together, we can realise the potential of every student – <https://education.qld.gov.au/motives-and-strategies/equity-and-excellence>



# Our *Equity and Excellence* system initiatives



Educational leadership and teaching expertise



Digital innovation in teaching and learning



Educational performance and support



Integrated responses and educational precincts




Revitalised educational infrastructure



Department of Education

# Equity and Excellence

*A progressive, high performing education system realising the potential of every student.*



## Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland.

We pay our respect to the Elders, past, present and emerging, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

For more information, see our [commitment statement](#).

### Our focus

#### Educational achievement

Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:

- have a common goal that every student achieves at least one year of learning growth each year
- have clear expectations for schools and help them to differentiate support so every student realises their potential.

#### Wellbeing and engagement

Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:

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- embrace diversity by creating welcoming, inclusive and accessible educational settings
- value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

### Our system initiatives

#### Educational leadership and teaching expertise

Empowering educators and leaders to build professional expertise across their career through high quality, targeted development opportunities.

Actions include:

- bring together and align resourcing to deliver a world-class educational leadership and teaching institute
- partner to deliver educational leadership flagship programs across key career junctures
- partner to deliver teacher flagship programs with a focus on expertise in curriculum, teaching and learning
- implement strategies to support the health, safety and wellbeing of teachers, educational leaders and staff.

#### Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland.

Actions include:

- enhance the capability and confidence of teachers in digital teaching and learning
- improve connectivity through bandwidth upgrades
- connect all students to digital learning opportunities through access to devices and technology
- establish a virtual academy to enhance access across the state to teaching expertise
- streamline access to data insights and evidence to inform system, regional and school planning and responses.

#### Educational performance and support

Setting system priorities and clear expectations for schools with differentiated support targeted to each school's context and needs.

Actions include:

- implement a renewed educational performance and support model
- provide differentiated support leveraging expertise across the system to assist all schools to lift outcomes
- align and streamline school planning processes
- revitalise the school review process to support systemic improvement
- review state schooling resourcing arrangements.

#### Integrated responses and educational precincts

Integrating planning, design and delivery of education across schools, early years services and community partners to respond to the changing needs of communities.

Actions include:

- trial dedicated educational precincts to implement targeted responses to local needs
- support schools in the most complex communities by collaborating with partners and across government to deliver locally responsive and integrated strategies
- deliver integrated school-based hub models that provide a full range of services to support children, students, families and communities.

#### Revitalised educational infrastructure

Driving sustainable investment to optimise and renew educational infrastructure across the school network.

Actions include:

- implement a future-focused and long-term infrastructure plan to ensure schools can meet the learning demands of the future
- deliver a clear investment prioritisation approach that effectively balances need for new schools and renewal of existing schools to meet contemporary learning needs
- enhance transparency and accountability in management of school enrolments to ensure the system can provide for growing student enrolments and changing communities.

## Digital innovation in teaching and learning

Embedding future-focused learning practices that connect students and teachers across Queensland.

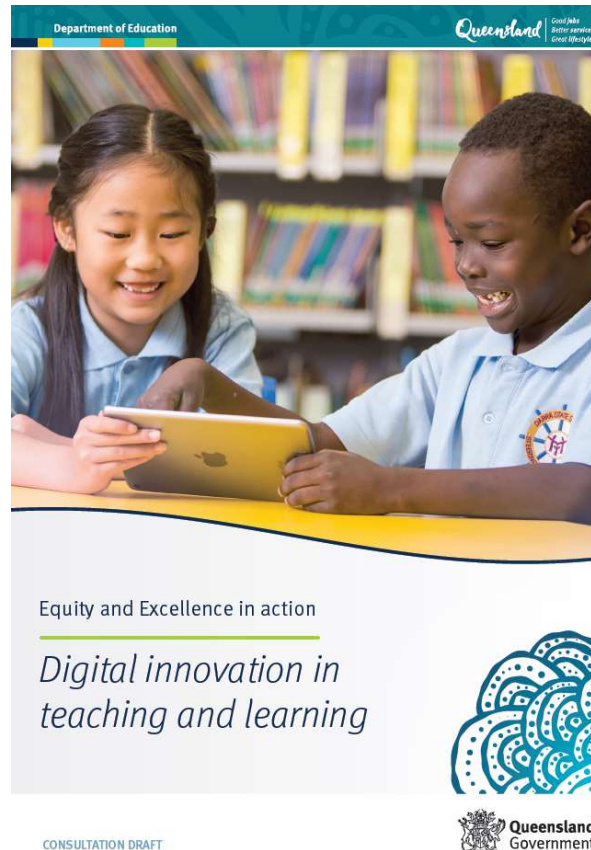
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# *Digital innovation* in teaching and learning

Draft consultation paper



# In the context of...



## The pace of change

The pace of technological change and innovation is faster than ever. The learning needs and expectations of the 'digital generation' are different.

Technology is transforming teaching, learning and work. It presents opportunities to explore innovation, as we prepare every child and student for the future.



## Digital leadership

Equity and excellence can be achieved when the system and schools leverage innovative technologies. This relies on having thoughtful leadership and digital accountability practices.

Leadership and governance help create the conditions to guide teachers, students and school communities through change.



## Digital agency

Digital competency, knowledge and skills are essential for how we learn, teach and work. For every student, being digitally competent includes being safe, responsible and ethical as they critically engage with technology.

Embedding digital competency into daily teaching and learning requires us to build the capability and confidence of our students, teachers and parents.



## Responding to disruption

The ability to leverage innovative digital tools, resources and environments to respond and adapt to change, better enables education systems to engage the digital generation and innovate teaching and learning.

Disruption presents us with unique conditions to create rapid, impactful change.



## Equity of access

Access to technology should not be a barrier for students accessing the best education and participating in a digitally-enabled world.

Responding to the needs of our dispersed and diverse communities requires readily available access to digital learning, preparing students for a culturally diverse and digitally-enabled world.



# What opportunities do we have to shape Teaching and Learning around Digital Innovation?



## Skills of the future

Education systems must prepare every student for life beyond school and the jobs of the future.

Core to the work of schools is developing creative and critical thinkers who are invested in their learning, can embrace change, work collaboratively to solve problems, and use tools, resources and environments safely, responsibly and ethically to create solutions and further their learning.



## Re-imagining learning

Digital innovation in teaching and learning goes beyond the school gates. It opens doors for students across the state to access learning wherever they are, whenever they need.

We can give schools the flexibility to access world class teaching expertise to engage their students.



## An innovative culture

Our workforce will be competent in using existing and emerging digital tools, resources and environments to allow new ways of teaching, learning and interacting.

We are re-imagining how we support our people to streamline processes and personalise learning experiences through broader emerging technologies.



## Collaboration and connectedness

Technology gives us new opportunities to collaborate and connect within and across schools, government, community, and families to design and deliver what works best for Queensland. Our collaboration partners are not limited by location, opening our school students up to the world.



## Evidence-informed

Building the platforms to deliver data and insights to schools will change how we understand our impact and influence everyday teaching and learning, and change outcomes.



# Our approach- a framework for embedding Digital Innovation in T&L



A whole-school approach to embracing digital learning

Equity and Excellence in action

*Digital innovation in teaching and learning*



# What are the key priorities for **Digital Innovation** *in* Teaching and Learning



## *Digitally connected*

Setting critical foundations through digital connectivity and access to devices for students.



## *Digitally capable*

Empowering a digitally capable and confident workforce.



## *Digitally learning*

Preparing every student for success in a digitally-enabled world by creating engaging, safe, responsible and ethical digital learning opportunities.





## Digitally learning

Preparing every student for success in a digitally-enabled world by creating engaging, safe, responsible and ethical digital learning opportunities.

# Department of Education's priority actions to empower students through digitally learning.



### Promoting digital wellbeing and safety.

We are committed to focusing on the wellbeing and safety of every child and young person as they engage in the digital world.



### Building digital agency

We will provide students with the opportunity to develop competency skills necessary to appropriately select and use devices or systems and learn to make the most of the technologies available to them.

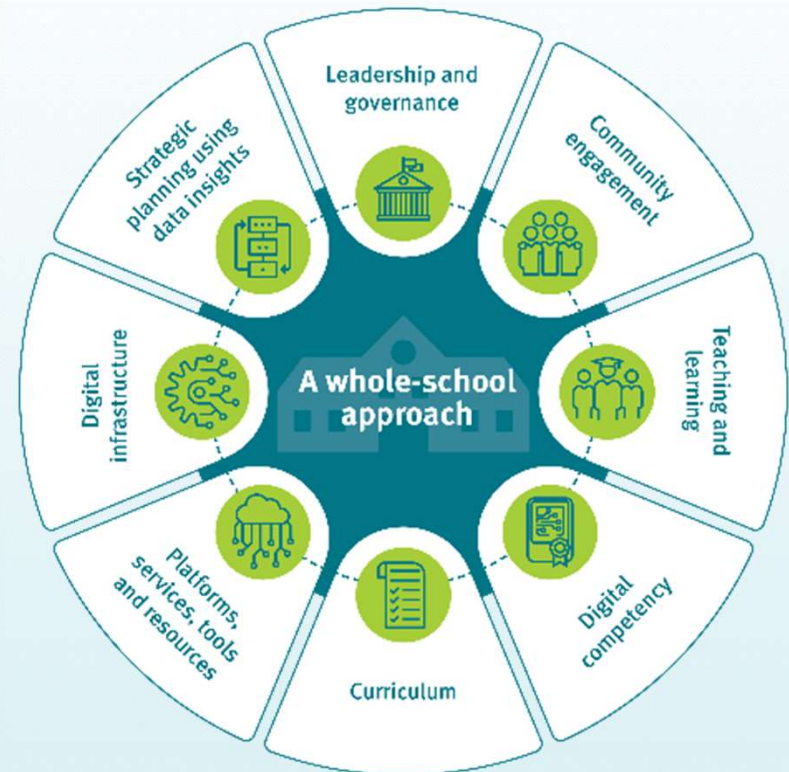


### Establishing a virtual academy to enhance access

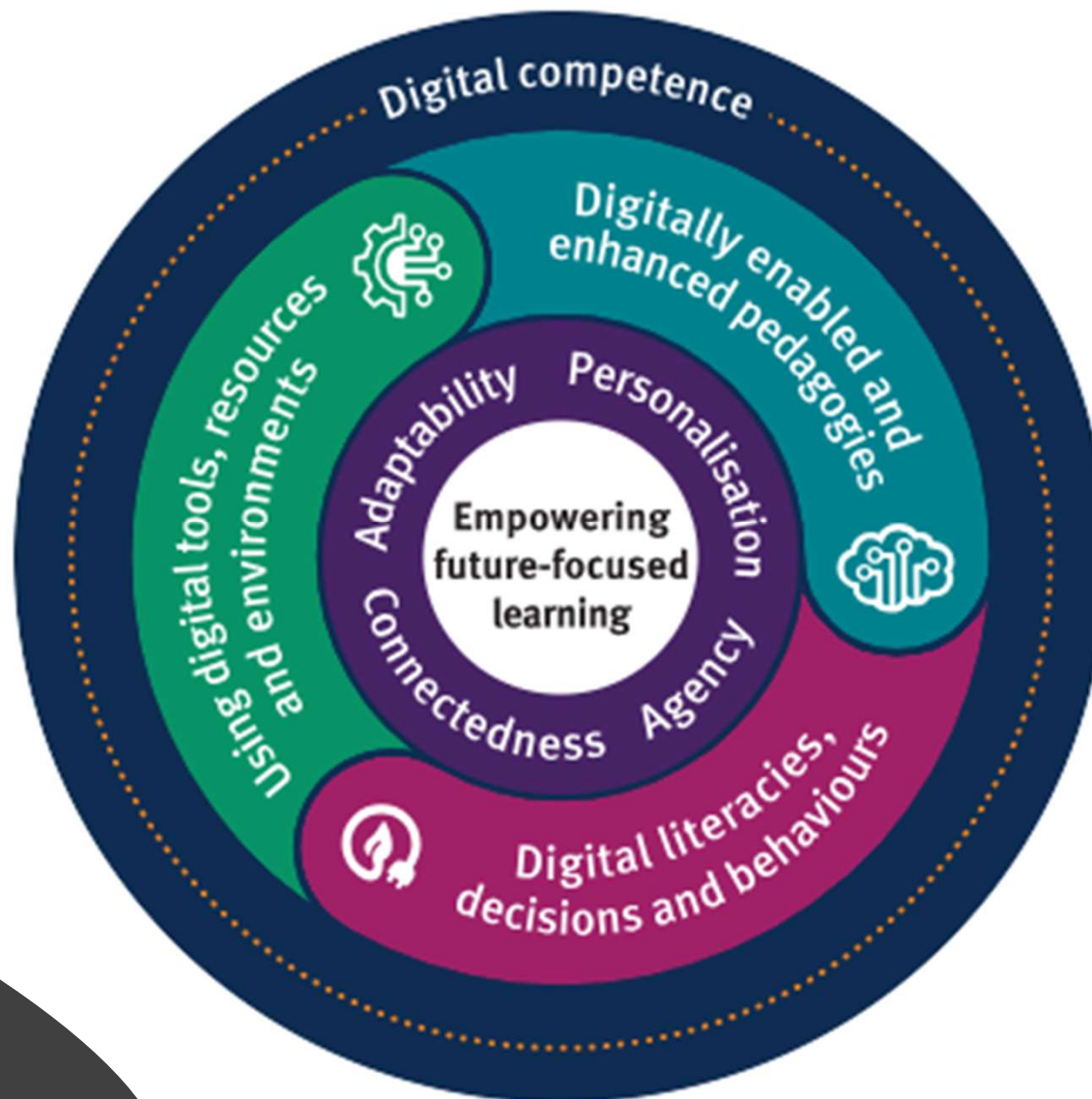
Virtual learning opportunities and experiences will drive personalisation of learning as they become accessible to every student in every school.

# A whole school approach

- We're all embracing digital learning
- Schools are at different stages along our digital teaching and learning journey
- Parents, families and school communities are key partners in our digital learning journey.
- How do we embrace Digital Innovation to improve Academic Achievement?



Developing digitally capable learners who are equipped with the skills to succeed in a 21st-century world. Future-focused learning aims to prepare every student to live, learn and work now and in the future.



# *Why?– Digital Innovation in Teaching and Learning*

- Every student, every classroom, every school connected to limitless learning opportunities.*
- To embed future-focused learning practices connecting students and teachers across Queensland.*



## *Why?- Digital Innovation in Teaching and Learning*

- Digital technologies are essential to respond and adapt to a changing world. We are empowering schools to prepare every child and student for a culturally diverse and digitally enabled future.*
- Embracing the flexibility enabled by these technologies will give teachers access to a variety of teaching and learning options.*



# Our why? Teachers

## Digitally enabled and enhanced pedagogies

Digitally enabled and enhanced pedagogies encompass the selection and use of a range of approaches, practices and strategies that are digitally facilitated and enrich teaching and learning.



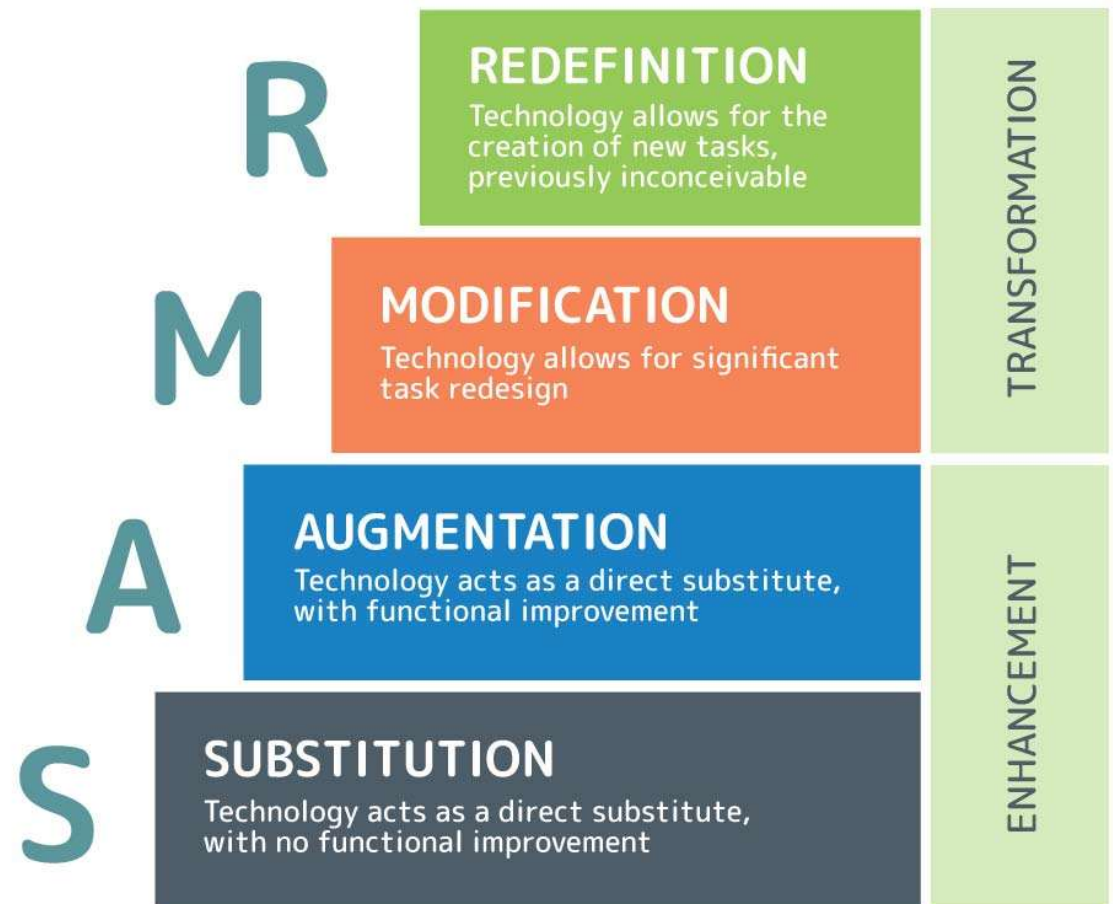
**Digitally enabled pedagogies** refer to the integration of digital tools, resources and environments into teaching and learning that substitute and supplement existing approaches, practices and strategies.

**Digitally enhanced pedagogies** involve transformation of teaching approaches, practices and strategies through the use of digital tools, resources and environments.



# SAMR Model

The SAMR model is a framework that orders strategies for classroom technology implementation into four stages:



## Redefinition

- The most sophisticated stage of SAMR, **redefinition** sees **you using technology to make entirely new learning opportunities possible.**

## Modification

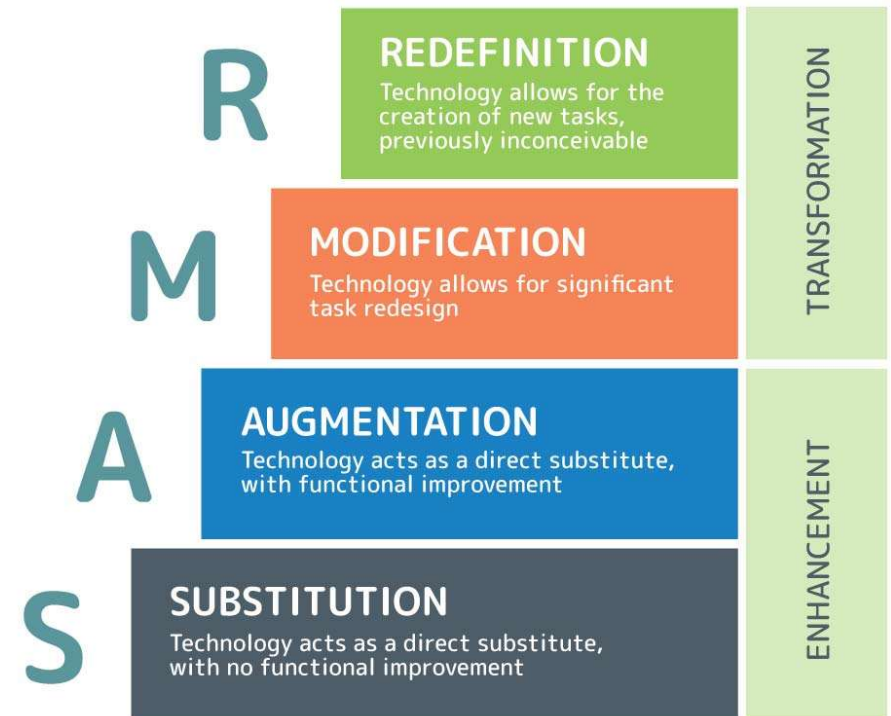
- At the modification stage, technology is used to **design interactive and dynamic tasks** that go beyond the limitations of a traditional classroom.

## Augmentation

- At the augmentation stage, technology adds something to the learning process beyond just convenience. It might give your students a clearer understanding of a complex topic or making it engaging in a way that traditional methods can't.

## Substitution

- This is the simplest stage, where Technology is used as a direct substitute for traditional practices.



# 21st century skills: Preparing students for a changing world

Young people are preparing for a world that is rapidly evolving and constantly changing.



Young people in the 21st century need to be

Innovators



Entrepreneurs



Lifelong learners



Responsible global citizens



Personal and social skills



Critical thinking



Collaboration and teamwork



21st century skills

Digital literacy



Creative thinking



Communication



# Our why? Students

Allows the confident, critical and creative use of digital tools and resources to actively and responsibly participate at school and beyond.

The opportunity to develop competency skills necessary to appropriately select and use devices or systems and make the most of the technologies available to them.

*Digital innovation in teaching and learning plan*



# Our why? Students

Students	
Information and data literacy	Students use digital tools and resources to search, evaluate and manage data and information.
Communication and collaboration	Students digitally communicate and collaborate.
Content creation	Students express their knowledge and skills through creating digital artefacts.
Safety and wellbeing	Students minimise digital risks, and ensure personal, physical, psychological, cognitive and social wellbeing.
Responsible use	Students act safely, ethically and responsibly, and manage their digital footprint and digital reputation.
Problem solving	Students digitally engage with problems to understand and solve them.



# Our why? Teachers access

## Digital literacies, decisions and behaviours

Access resources to inform your digital decisions and behaviours and promote cybersafety and wellbeing, protect your privacy and personal data while acting in an ethical and responsible way.

### Cybersafety and wellbeing

A selection of resources aimed at enhancing cybersafety practices and nurturing digital wellbeing.

### Privacy and data protection

Departmental resources on how to manage personal information in accordance with relevant legislation, regulation and industry best practice.

### Ethical and responsible use

A selection of resources aimed at enhancing the ethical and responsible use of digital tools, resources and environments.




# iLearn Student Survey



# Curriculum

## What's the difference between Digital Learning and Digital Technologies


**DIGITAL TECHNOLOGIES HUB**

### Information Communication Technology (ICT) Capability


A general capability taught within all curriculum areas for students in years F–10.

Develops skills and understandings in managing and operating ICT to investigate, create and communicate.

Incorporates digital citizenship when considering the ethical and social impacts of using technologies.

Is explicitly planned and taught in all subject areas.

**ICT supports students to be effective users of technology.**



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### Digital Technologies

A new subject for F–10 (optional in 9–10) students with new and unique skills and content.

Develops knowledge, understandings and skills of the underlying concepts of information systems, data and computer science.

Encourages students to design and create digital products that solve problems and create new futures.

**Digital Technologies build on and extend ICT, moving students from technology consumers to creators.**



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Use ICT	Create solutions and learn about Digital Technologies	Examples of ICT in action	Examples of Digital Technologies in action
<ul style="list-style-type: none"> <li>Presentation tools</li> <li>Locate information</li> <li>Digital publishing</li> <li>Interpret timelines</li> <li>Ownership and use</li> <li>Managing files</li> <li>Mapping and geospatial tools</li> <li>Online communication</li> <li>Digital music / multimedia</li> </ul>	<ul style="list-style-type: none"> <li>Digital systems (networks)</li> <li>Robotics and automation</li> <li>Spreadsheets and graphing</li> <li>Coding and programming</li> <li>Computational thinking</li> <li>Analyse and visualise data</li> <li>User interface design</li> <li>Storing and transmitting data (binary numbers)</li> <li>Pattern recognition</li> <li>Algorithms</li> <li>Programming boards</li> <li>Data collection</li> </ul>	<ul style="list-style-type: none"> <li>Use digital concept mapping tools to plan and select research tasks.</li> <li>Use presentation software to present findings of an inquiry that includes text, images and video.</li> <li>Use video to analyse a sports performance to provide coaching tips.</li> <li>Use a computer simulation or game to test predictions and collect data.</li> <li>Use a search engine effectively as a research tool.</li> <li>Use spreadsheet functions to create tables, record, sort, calculate and present data to identify trends.</li> <li>Use an online game that has a grid map system to learn about directions.</li> </ul>	<ul style="list-style-type: none"> <li>Create and code an image using black and white squares. Invite a classmate to decode and recreate the image.</li> <li>Compare a transport network and computer network to explore ideas about pathways, reliability, protocols and security.</li> <li>Create an interactive story with user-input using a familiar programming language.</li> <li>Create your own simulation using a visual or text-based programming language.</li> <li>Explore ways to securely transmit data through techniques of encryption and decryption.</li> <li>Create network diagrams to identify relationships between different sources of data (eg friends on social media) and analyse this data.</li> <li>Design your own maze and use an app to program a robot to go through it.</li> </ul>

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# What is **BYOD**?

“**B**ring **Y**our **O**wn **D**evice.”



iLearn at Kenmore South is an initiative that allows students who have personal technology devices (BYOD) to bring them to school and use them for educational purposes.

This is to *meet their learning needs under the direction of a teacher or administrator.*



# Specific Benefits

**Personalised Learning**

**Improved student learning outcomes**

**Improved collaboration**

**Supplement schools resources & equipment**

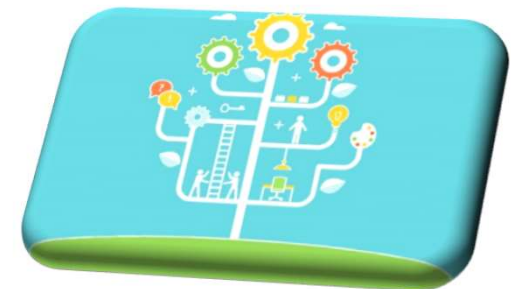
**Normalisation of Technology**

**Easier access to online instructional materials**

**Smooth home→school transition**

**Model for lifelong learning.**

**Students' greater choice & more independence.**





# Implementation of iLearn

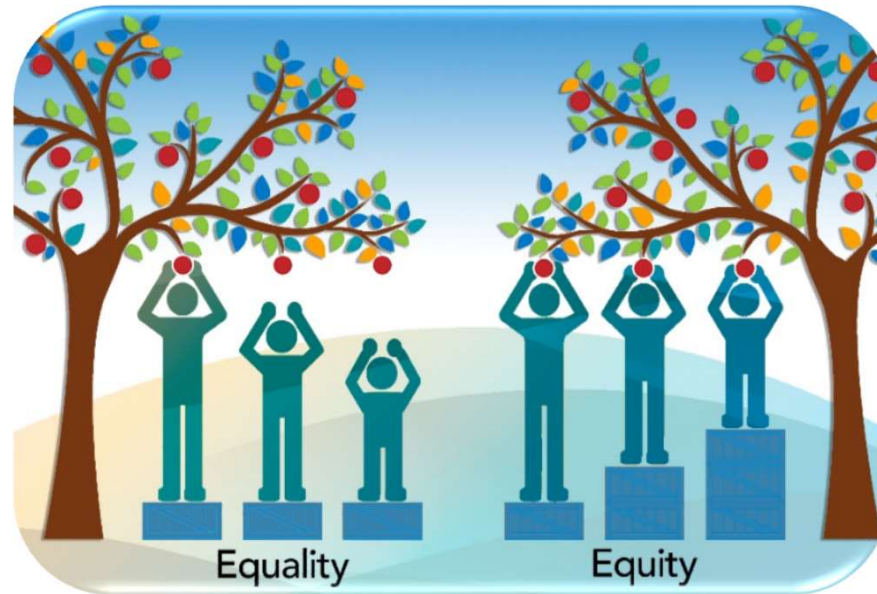
Prep			
Year 1			
Year 2	iPad	iPad	iPad
Year 3		iPad	iPad
Year 4	Windows	Windows	Windows <u>OR</u> iPad
Year 5		Windows	Windows
Year 6			Windows



# What devices are permitted in 2027?

Year 2	Year 3	Year 4	Year 5	Year 6
iPad	iPad	Windows <u>OR</u> iPad	Windows	Windows
		<i><b>Dual Platform Semester 1 only</b></i>		
The minimum specifications for the iPad would be iPad 64GB WiFi (recommended 10 <sup>th</sup> Gen ).		<b>Semester 2 Windows Laptop</b>	The minimum requirements will be reviewed and updated annually to reflect the fast-paced nature of technological change.	

# Social Justice



Kenmore South State School will provide access to school owned devices for students unable/unwilling to provide a device.



# Other iLearn Information

Any device which will be used as part of our iLearn program  
needs to be registered with the school.

## 1. Acceptable Use Policy (at home)

## 2. Student Participation Agreement (teachers complete in class)



### Kenmore South State School

#### iLearn Acceptable Use Policy

This document defines the Acceptable Use Policy for students involved in the Kenmore South State School iLearn Program. Its main purpose is to encourage the acceptable and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's computer systems also have Internet and Electronic Mail access.

The iLearn program is designed to help students keep up with the demands of the 21st century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students skills and experiences that will prepare them for their future studies and career.

Kenmore South State School deems the following to be responsible use and behaviour by a student:

It is expected that students will use school computers and network infrastructure for:

- assigned class work and assignments set by teachers;
- developing appropriate literacy, communication and information skills;
- authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by the school;
- conducting general research for school activities and projects;
- communicating or collaborating with other students, teachers, parents or experts in relation to school work;
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the Department's e-learning environment.

Kenmore South State School deems the following to be unacceptable use and behaviour by a student:

It is unacceptable for students to:

- use the IT resources in an unlawful manner
- download, distribute or publish offensive messages or pictures;
- cyberbully, insult, harass or attack others or use obscene or abusive language;
- deliberately waste printing and Internet resources;
- damage any electronic devices, printers or the network equipment;
- commit plagiarism or violate copyright laws; (e.g. use of illegally downloaded games and music, and illegal sharing of games and music)
- use unsupervised Internet chat or messaging
- send chain letters or Spam e-mail (junk mail)
- access external or 3/4/5G networks on school premises (disable this feature prior to coming to school)
- knowingly download viruses or any other programs capable of breaching the Department's networks security.
- handle and use another student's device without teacher authorisation

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Web: [www.kenmoresouthss.eq.edu.au](http://www.kenmoresouthss.eq.edu.au) • Email: [the.principal@kenmoresouthss.eq.edu.au](mailto:the.principal@kenmoresouthss.eq.edu.au)



### Kenmore South State School

#### iLearn Program Student Participation Agreement 2020

##### General Use

1. I understand that I need to bring my personal device to school each day, unless otherwise instructed by my teacher.
2. I will ensure the device is charged at the beginning of each school day.
3. I will leave the device charger at home unless directed to bring it to school under special circumstances.
4. I will hold the device with two hands when carrying it and will walk with it at all times.
5. I will ensure my device is kept in my school bag on my trip to/from school.
6. I will keep food and drinks away from the device at school.
7. I will immediately report any accidents or breakages to my parents and teachers.
8. If damage is caused by deliberate or careless actions of a student (owner or others), the costs of repair will be passed onto those involved and necessary behaviour consequences may apply. The decision around the responsibility for repair costs is at the discretion of the Principal.
9. I will not use my device before and after school and at break times unless with teacher supervision.
10. At times I may be asked to work with other students for the purposes of collaboration, however other students may not use my device.
11. I will not allow other students to be in possession of my device.

##### Content

1. Whilst at school, I will use the device only to support my school learning program.
2. I permit my teachers and parents (in student presence) to perform checks to monitor that I have not installed illegal/unsuitable software applications and content and to check the websites which I visit. I understand there will be consequences for inappropriate use including, but not limited to, loss of privilege of using the device for a period of time.
3. I am responsible to ensure my device is backed up.
4. I understand that if any inappropriate content appears on my device I am to immediately close the cover or screen and take it to my teacher.

##### Safety and Security

1. Whilst at school, I will only connect my device to Education Queensland's Managed Internet Service. I am not permitted to access external or 3G/4G Internet at school.
2. Whilst at school, I will only go to websites at school that support my learning activities.
3. I will only use my school email account for mail related to my learning.
4. I will be CyberSafe and CyberSmart when using the Internet.
5. I will demonstrate etiquette when using my device/other equipment with regard to other people.

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Web: [www.kenmoresouthss.eq.edu.au](http://www.kenmoresouthss.eq.edu.au) • Email: [the.principal@kenmoresouthss.eq.edu.au](mailto:the.principal@kenmoresouthss.eq.edu.au)



# Security, Theft & Damage

Devices will be the **responsibility of the student.**

School accepts **no responsibility** for the security or safety of the device

Parents are advised to **review insurance policies** (at home or outside school)

Suitable **protective bag** for the device

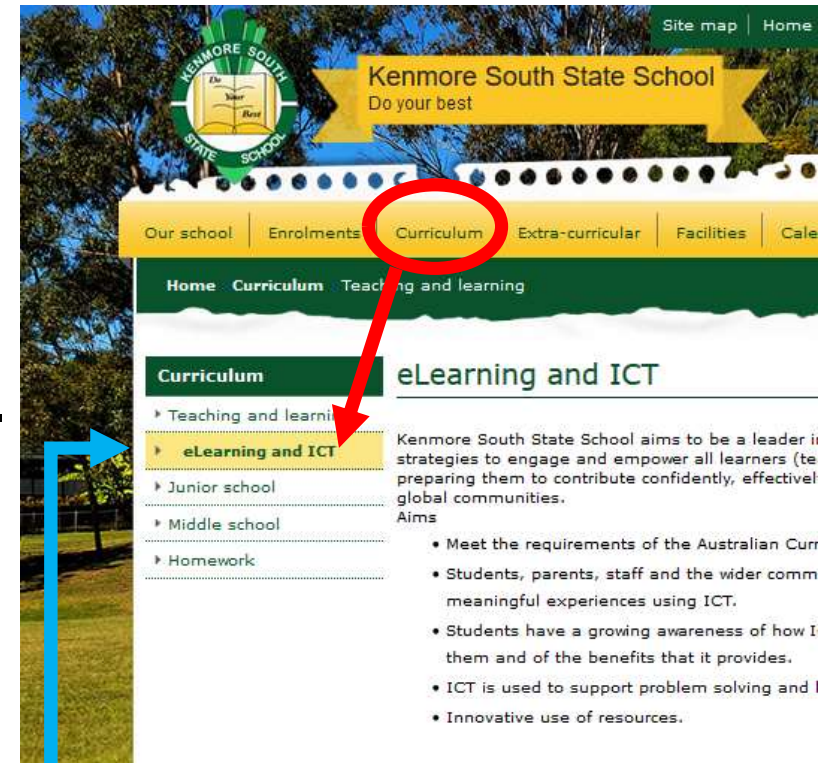
Stored in classrooms during class time and at break time.



# Inappropriate Use

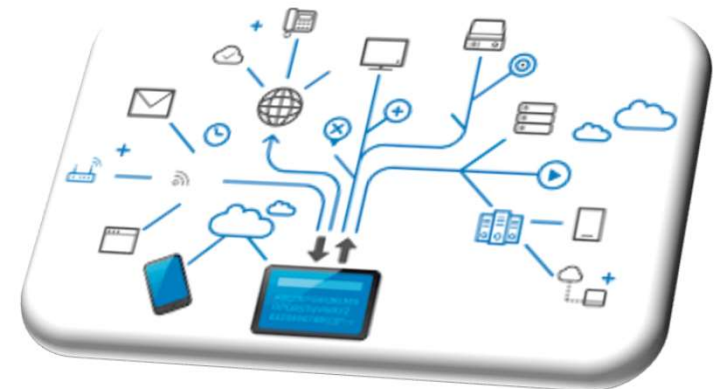
The Acceptable Use Policy and Behaviour Policies outline the sanctions for inappropriate use of devices and network.

- Students and parents sign agreements.
- Policies adhered to & consequences if breached.
- Forms completed before network access is provided.
- Documents accessible on the [school website](#).



# Network Connection

- ✓ Wireless access on the BYOD network
- ✓ Register devices – Intune
- ✓ Sign Acceptable Use Policy (AUP).
- ✓ Technical support for secured wireless network.
- ✓ 3G/4G/5G connection not allowed
- ✓ Parents to remove or password protect 3G/4G connection.
- ✓ Students do NOT access this unfiltered network whilst at school.



# Screen Time



The amount of time a student spends on a device will depend on the lesson intent and objective. The device is used where it best suits the learning activity.

This is a Tool not a Toy



# Ergonomics at KSSS



Use device  
with stand  
or riser.

Avoid glare  
and reposition  
the device  
to reduce it.

20/20/20

Change  
focal  
point.



Use a keyboard  
when typing  
for extended  
periods.



KSSS DEVICE



ERGONOMICS

MOVE &  
STRETCH



Change  
positioning  
regularly.

Ensure  
back is  
supported.



Aim to keep  
neck and  
shoulders  
straight and  
relaxed.

# Network Filtering

The standard filter which is currently provided on the school network applies to student owned devices as long **as they connect to the school network in line with the acceptable use policy.**



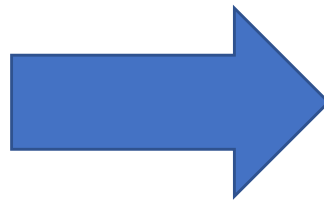
# ***Protective Case***

iPads must have a protective case *at all times*.

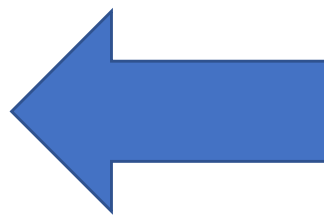
All devices must also be encased in a **sleeve** when not in use, and clearly identified (e.g. engrave/etched for security or labelled) with the student name (on device itself AND case/s).



# Charging



Personally owned devices require full charge (compulsory).



Students are not able to charge their device during the school day.