



# Sacred Heart Primary School

1 : 1 MacBook Air Laptop program Year 4 - Year 6



# Sacred Heart School

## Prayer



Dear Jesus,  
Through the power of the Sacred Heart

you have shown us how to live the Gospel values.

You have taught us how to treat others kindly and with respect.

Help us at Sacred Heart Highgate, to use our talents and to continue your good work,  
so that we will be peacemakers for the world.

We ask this through Jesus Christ our model and Teacher.

Amen.

# Our Vision

As a 21st Century community we are responsible for quality teaching and learning, which enhances meaningful student engagement and creates responsible digital citizens.



## Our Beliefs and Assumptions at Sacred Heart

- All students can learn.
- Technology is a tool that is one part of a quality learning process.
- Meaningful educational technology integration is an essential element to learning in the 21st Century.
- Effective teacher up-skilling is important in raising the competencies of all educators, students and parents.
- Other effective pedagogical strategies need to be supported by technology.



## **Why have a one-to-one laptop program?**

Today's students will need many skills to be successful 21st Century citizens.

While Literacy and Numeracy will always be our top priorities at Sacred Heart Primary School, it is also critical that students are able to create, collaborate and connect using technology.

By teaching students to use technology effectively, the teachers at Sacred Heart aim to provide a rich and engaging curriculum that will prepare the students for the future.

# Research on the advantages of a 1:1 Laptop Program



In regards to student learning, research has shown benefits through:

- increased media literacy
- improved writing
- increased scores on standardised tests

In terms of a broader positive impact on student performance, other positive effects of laptop computing on students include:

- increased motivation
- improved student engagement
- decreased disciplinary problems
- improved school attendance
- Research relevant to the implementation of one to one programs using technology as an instructional tool shows **evidence of increased student engagement and improved student achievement of educational outcomes** (Gulek & Demirtas, 2005; Holcomb, 2009).
- A New South Wales Department of Education and Training, Curriculum K-12 Directorate (2009) study supports the idea that successful implementation of a one to one computer program must be approached from an **instructional position rather than a technical position.**



## What does a 1:1 Program provide?

### **Research provides evidence that a 1:1 program can:**

- ❑ improve student learning and academic achievement
- ❑ facilitate a differentiated, problem-based learning environment  
demanding higher-order thinking skills
  - ❑ foster more collaborative, inquiry-based learning
- ❑ provide timely, more equitable access to a broader range of digital  
educational resources
  - ❑ enable the development of computer literacy skills
- ❑ prepare students to better compete in technology-rich workplaces

## **Systems and Structures in place at Sacred Heart**

- School funded iPad program in junior classes K—3.
- School funded 1:1 iPad program in Year 2 and 3.
- Key ICT Teacher working to support junior school staff in implementing effective iPad integration.
- SHPSH to image laptops and coordinate roll out days. Apple consultant will support.
- Maintain communication with parents via posted letter and email to families.
- Digital Licence for all senior students Year 4, 5 and 6
- Parent involvement and participation in information sessions. Term 1 workshop provided.

# Current Opinion



Survey Parent comments	Survey Parent Suggestions
<ol style="list-style-type: none"><li>1.Convenience.</li><li>2. Another method of increasing engagement and learning.</li><li>3. Supports school work.</li><li>4. Teaches skills in the use of technology.</li><li>5. Improves confidence in the use of technology for school work.</li><li>6. Creates a sense of ownership and encourages autonomous learning.</li><li>7. Teaches self awareness and the need to improve knowledge.</li></ol>	<ol style="list-style-type: none"><li>1. Provide information nights/workshops.</li><li>2. Cyber Safety Parent Workshops 2017</li><li>3. Parent and Child workshops with Teachers</li><li>4. Continue communication through:<ul style="list-style-type: none"><li>● Blogs/online</li><li>● Newsletter</li><li>● Email</li><li>● Parent Teacher meetings</li></ul></li></ol>

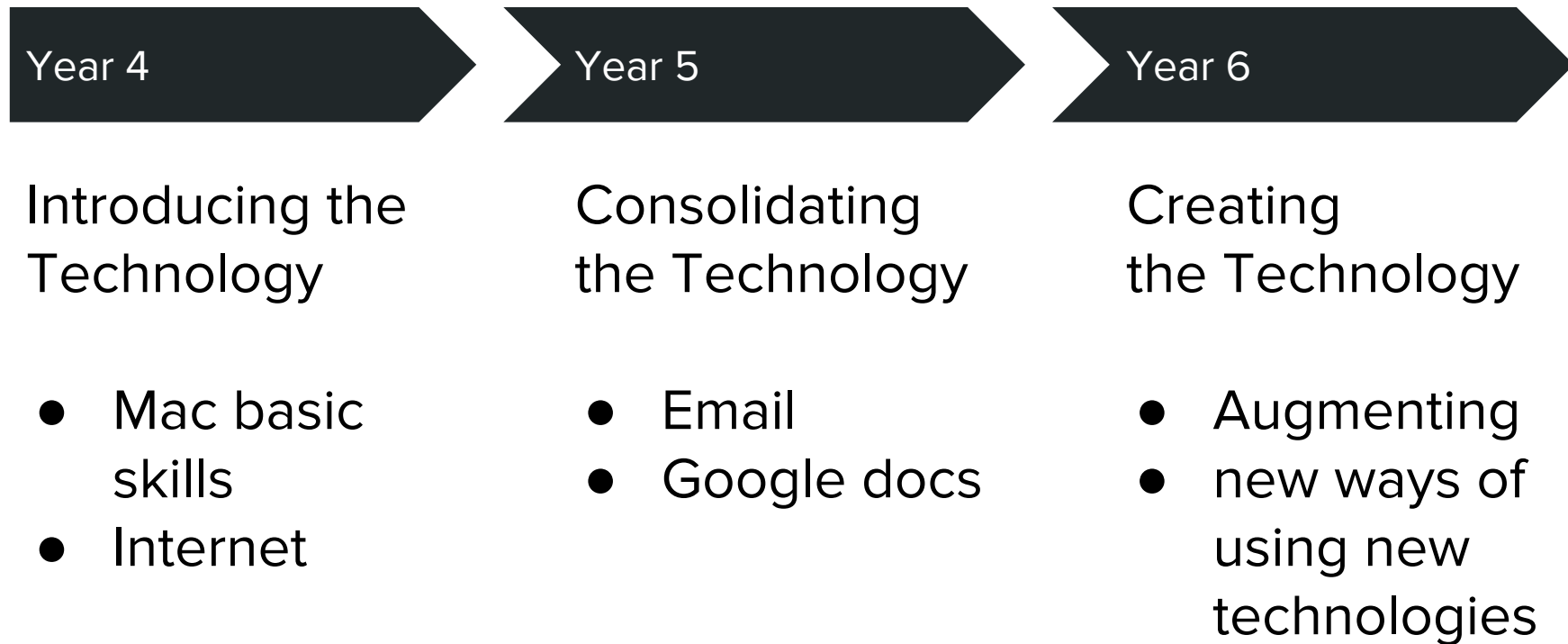


# Digital Licence for 2016

- Practical Use- Care and maintenance- taking care of the device, transporting the device, keeping it safe from external
- Cyber safety- privacy, keeping yourself safe, parent involvement
- Educational tool at school/home- use of applications, readiness for school
- Well Being- sitting at the computer, rests from the screen etc..
- Digital etiquette -using headphones , privacy when working, language used in email etc...

*The Digital Licence will be distributed for parents to discuss with their child and signed by both parent and student.*

# Students' journey with the 1 : 1 Laptop program



A silver MacBook Air laptop is shown from a front-facing perspective, open. The screen displays a presentation slide with a dark, space-themed background featuring a nebula. The slide contains the text 'Introducing the Technology' on the left, 'Year 4' in large font in the center, and 'Miss Ashleigh Barker' below it. A thin vertical green line separates the text on the left from the text on the right. The laptop's keyboard and trackpad are visible at the bottom.

Introducing  
the  
Technology

Year 4

Miss Ashleigh Barker

# Technology Skills targeted in Year 4

## ACARA Curriculum

**DIGITAL SYSTEMS** - Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)

**REPRESENTATION OF DATA** - Examine how whole numbers are used to represent all data in digital systems (ACTDIK015)

## Skills

- Student emails introduced at the beginning of year 4
- Google Docs
- Google Slides
- Saving documents, photographs and videos including creating folders and creating an organised system.
- Touch Typing

## Cyber Safety

- Digital Citizenship
- Digital Footprint
- Public vs Private information and sharing
- Cyber Bullying
- What is a good/safe website?
- Reliable Websites
- 'Netiquette' online
- Password Safety and Privacy
- Recognising email scams and junk mail
- Safe download and recognising a virus/malware

# ACARA Curriculum

## **COLLECTING, MANAGING AND ANALYSING DATA**

- Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)

## **DIGITAL IMPLEMENTATION**

- Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)
- Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)
- Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)
- Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)

# Application

- Budd-e Cyber Smart Program
- Padlet
- Edmodo
- Socrative Quizzes
- Plickers- Immediate Feedback questions.
- Dojo Points
- Coding - Terminology and Functions
- Read Theory
- Mathletics
- Soundwaves
- iMaths
- Touch Typing
- Online Spelling Assessment
- \*Seesaw App
- BtN

# Technology Skills targeted in Year 4

## Mac Skills

- General care (how to carry, charge, sweep and sleep, updates)
- Keyboard shortcuts
- Saving/moving files/screenshots
- Typing
- Guided research

## Cyber safety

- Digital Citizenship
- Digital Footprint
- General Safety
- Log in/password safety
- Everything still goes through teacher

## Application

- Padlet - (all subjects)
- Edmodo - Online collaborative classroom
- Plickers
- \* Reading Rewards - online reading log
- Hour of Code - coding

# Year Four Example - Padlet - Convict Research

barker\_ashleigh + 25 · 2mo

## Term 3 Convicts Research

Made with ♥

[https://padlet.com/barker\\_ashleigh/42xwu3xo7hzi](https://padlet.com/barker_ashleigh/42xwu3xo7hzi)

<b>Thompson</b> <b>Name:</b> John Archer Forrester <b>Ship:</b> Scarborough <b>Age:</b> 31 <b>Crime:</b> Stealing coach window glass value 40 shillings <b>Sentence:</b> Transportation for 7 years <b>Other:</b> Tried at Old Bailey, London, 26 May, 178	<b>Nina</b> <b>Name:</b> Michael Bryant <b>Ship:</b> Friendship <b>Age:</b> 20 <b>Crime:</b> stolen goods <b>Sentence:</b> 14 year <b>Other:</b> transportation for 17 years	<b>Grace</b> <b>Name:</b> Elizabeth Clark <b>Ship:</b> Friendship <b>Age:</b> about 20 years old <b>Crime:</b> for stealing clothing for six shillings. <b>Other:</b> sentenced to transport for 7 years and died in 1788.
<b>Stef</b> <b>Name:</b> Stephen Barnes <b>Ship:</b> Alexander <b>Age:</b> unknown <b>Crime:</b> Stealing clothes and 39 shillings <b>Sentence:</b> Transport for 7 years <b>Other:</b> He had no occupation and also had left England	<b>Hamish</b> <b>Name:</b> John Anderson <b>Age:</b> about 24 <b>Crime:</b> Stealing value <b>Sentence:</b> transportation 7 years <b>Other:</b> he had no occupation recorded	<b>Anisha</b> <b>Name:</b> Peter Bond <b>Ship:</b> The Alexander <b>Age:</b> About 21 <b>Crime:</b> Stealing household goods <b>Sentence:</b> Transportation 7 years with value of 10 shillings <b>Other:</b> He was tried at old Bailey, London 15 September 1784
<b>Bella</b> <b>Name:</b> Mary Groves <b>Ship:</b> Prince of Whales <b>Age:</b> 30 <b>Crime:</b> stealing cash with a value of 273 shilling <b>Sentence:</b> 7 years of transportation <b>Other:</b> she had no occupation recorded	<b>Lia</b> <b>Name:</b> Sarah Bellamy <b>Ship:</b> Lady Penrhyn <b>Age:</b> 17 <b>Crime:</b> Stealing a purse containing cash and promissory notes with a value of 630 shillings <b>Sentence:</b> transportation for 7 years <b>Other:</b> died 1843	<b>Edrin</b> <b>Name:</b> Patrick Burn <b>Ship:</b> Friendship <b>Age:</b> about 26 years old <b>Crime:</b> highway robbery of 49 shillings <b>Sentence:</b> to die <b>Other:</b> He was originally his occupation was baker. he died in 1787.
<b>John</b> <b>Ship:</b> Alexander <b>Convict:</b> John Allen. <b>Age:</b> about 45. <b>Crime:</b> Stealing Bedding worth 200 Shillings. <b>Sentence:</b> Transportation for 7 years.	<b>Vivi</b> <b>Name:</b> Mary Green <b>Ship:</b> Prince of Wales <b>Age:</b> Unknown <b>Crime:</b> Stealing teapots and cups 10 shillings <b>Sentence:</b> Transport for 7 years to NSW <b>Other:</b> Lived with John Harris on Norfolk Island and had 3 children	<b>Audrey</b> <b>Name:</b> William Bell <b>Ship:</b> Scarborough <b>Age:</b> About 25 <b>Crime:</b> For assault and highway robbery value of 7 shillings

## How is it implemented?

- During a lesson (as activity)
- As revision
- Prior knowledge to plan for future lessons

## Example:

- *Humanities* as research for an activity in the future.
- *Coding* what do you like about coding/what have you learnt?

## Positives:

- Engaging. Different way of note taking, rather than in the book.
- Immediate feedback to learning (Teacher can edit)
- Collaborative. Student can work together or see others work.

# Year 4 Example- *Plickers*- Revision Questions

The screenshot shows the Plickers web interface. The top navigation bar includes 'Library', 'Reports', 'Classes', 'Live View', 'Cards', and 'Help'. The left sidebar lists various question categories: Angles, Geography, Music Revision..., Narrative Quiz..., Olympics Quiz..., QUIZ QUESTI..., Year 4 Confirm..., New Folder, Mobile Uploads, and Archive. The main content area is titled 'My Library /' and features a '+ New Question' button and a search bar. Below these are several folders: Angles, Geography, Music Revisio..., Narrative Qui..., Olympics Qui..., QUIZ QUEST..., Year 4 Confir..., and a 'New Folder' button. A question card is displayed, titled 'An obtuse angle is'. It includes a diagram of an obtuse angle (greater than 90 degrees) with the text 'Obtuse angle' in purple. Below the diagram are four multiple-choice options: A anything..., B anything..., C between 9..., and D between 1... Option C is selected, indicated by a green circle. At the bottom of the question card, there is a bar chart icon and a blue dot, along with an 'Expand' button. Below the question card, another card is partially visible, titled 'This is called a line angle.'

## How is it implemented?

- During a lesson
- As revision
- Prior knowledge to plan for future lessons


## Example:

- *Mathematics* terminology and definitions.
- *English* structure of a narrative

## Positives:

- Engaging. The students always ask to do plickers
- Immediate feedback to learning
- Questions are asked from the students- seek clarification.





Consolidating  
the  
Technology

Year 5

Mrs Amanda Saraceni

# Technology Skills targeted in Year 5

## ACARA Curriculum

**DIGITAL SYSTEMS** - Digital systems have components with basic functions that may connect together to form networks which transmit data (ACTDIK014)

**REPRESENTATION OF DATA** - Data is represented using codes (ACTDIK015)

## Skills

- Student emails introduced at the beginning of Year 4 and continued in Year 5
- Students will learn email etiquette and will receive and send emails regularly that include attachments
- Google Docs
- Google Slides
- Saving documents, photographs and videos
- Creating a pdf file
- Touch Typing

## Cyber Safety

- Digital Citizenship
- Digital Footprint
- Public vs Private information and sharing
- Cyber Bullying
- What is a good/safe website?
- 'Netiquette' online
- Password Safety and Privacy
- Recognising email scams and junk mail
- Safe download and recognising a virus/malware

# ACARA Curriculum

## **COLLECTING, MANAGING AND ANALYSING DATA**

- Collect, store and present different types of data for a specific purpose using software (ACTDIP016)

## **DIGITAL IMPLEMENTATION**

- Design solutions to a user interface for a digital system (ACTDIP018)
- Design, follow and represent diagrammatically, a simple sequence of steps (algorithm), involving branching (decisions) and iteration (repetition) (ACTDIP019)
- Implement and use simple programming environments that include branching (decisions) and iteration (repetition) (ACTDIP020)
- Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct) (ACTDIP022)

# Application

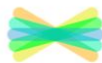
- Budd-e Cyber Smart Program
- Reading-Rewards
- Dojo Points
- Coding - Terminology and Functions
- Coding - Developing Games
- Robotics - Edison
- Read Theory
- Mathletics
- Soundwaves
- iMaths
- Touch Typing
- Online Spelling Assessment
- Seesaw App
- BtN



Funtastic Fives ▼



WED 7 September 2016



Seesaw



Funtastic Fives ▼



SAT 1 October 2016



THU 22 September 2016



Funtastic Fives ▼



MON 17 October 2016

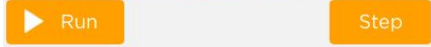


'Mad Writing!'

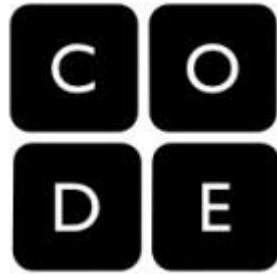
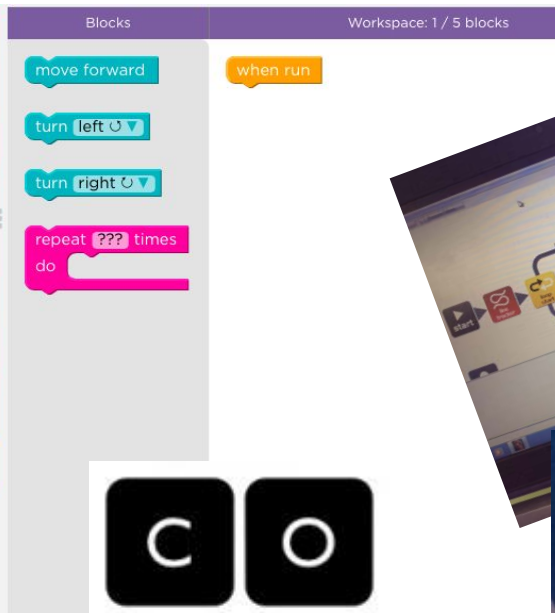
Literacy

Amenda Saraceni

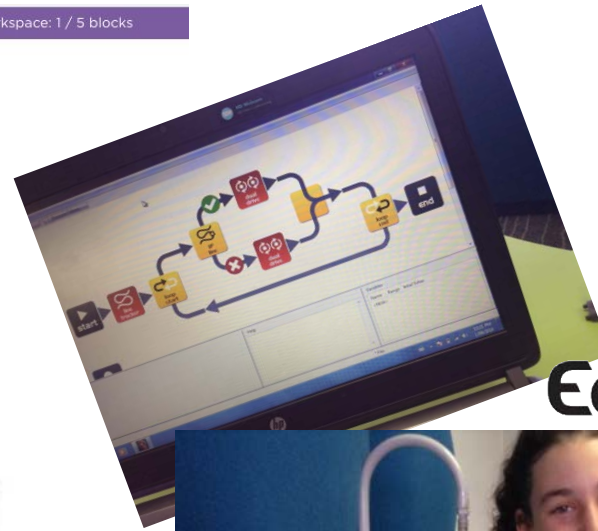





Get me to the sunflower using the fewest blocks possible! Try using one 'repeat' loop inside of another to cut down on the amount of code you need.



STUDENT GAME  
CREATED USING CODE





Creating  
the  
Technology

Year 6

Ms Byrne-King

# Technology Skills targeted in Year 6

## Cyber Safety

### ***Producing and implementing***

Select, and apply safe, procedures when using a variety of components and equipment to make solutions ([ACTDIP022](#))

- Numeracy
  - Information and Communication
  - Technology (ICT) capability
  - Critical and creative thinking
  - Personal and social capability
- Digital Citizenship
  - Google digital license

## Collaborative Learning

Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols ([ACTDIP022](#))

- Google Classroom
- Google Docs
- Google Slides

## Application

### **Digital Technologies Processes and Production Skills /**

([ACTDIP019](#))

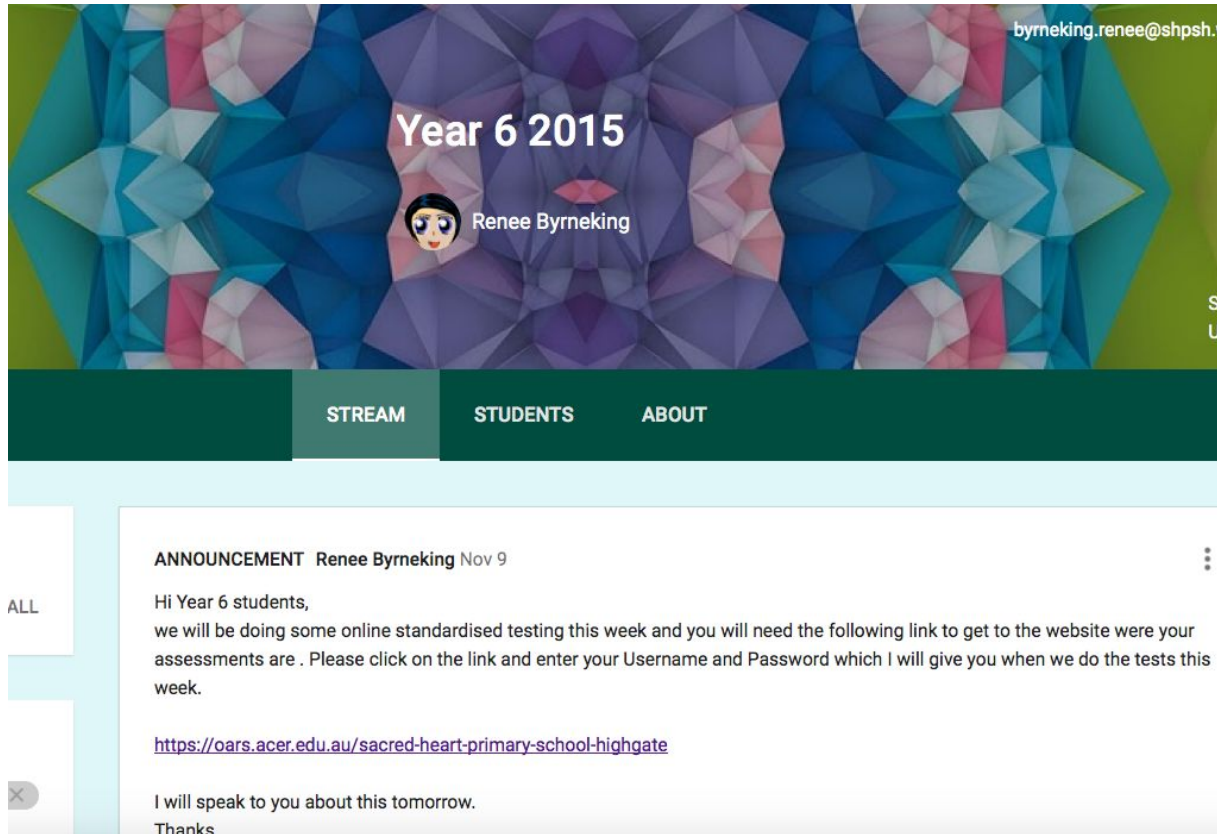
#### **Digital implementation**

Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition) ([ACTDIP019](#))

- Robotics
- 3D printing
- Coding



# Google Classroom



The image shows a Google Classroom interface. At the top, there is a header banner with a colorful, abstract geometric pattern. The text "Year 6 2015" is prominently displayed in the center of the banner. Below the banner, there is a dark green navigation bar with three tabs: "STREAM", "STUDENTS", and "ABOUT". The "STREAM" tab is currently selected. Below the navigation bar, there is a light blue sidebar on the left with the word "ALL" and a close button (X). The main content area displays an announcement from Renee Byrneking, dated Nov 9. The announcement text reads: "Hi Year 6 students, we will be doing some online standardised testing this week and you will need the following link to get to the website were your assessments are . Please click on the link and enter your Username and Password which I will give you when we do the tests this week." followed by a URL: <https://oars.acer.edu.au/sacred-heart-primary-school-highgate>. Below the URL, it says "I will speak to you about this tomorrow. Thanks".

byrneking.renee@shpsh.v

## Year 6 2015

Renee Byrneking

STREAM STUDENTS ABOUT

ALL

ANNOUNCEMENT Renee Byrneking Nov 9

Hi Year 6 students,  
we will be doing some online standardised testing this week and you will need the following link to get to the website were your assessments are . Please click on the link and enter your Username and Password which I will give you when we do the tests this week.

<https://oars.acer.edu.au/sacred-heart-primary-school-highgate>

I will speak to you about this tomorrow.  
Thanks



# Creating an App

The image displays the Visual Studio Code interface for developing a mobile application. The top section shows the 'Blocks' palette on the left and the 'Viewer' window on the right. The 'Blocks' palette lists categories like Control, Logic, Math, Text, Lists, Colors, Variables, and Procedures. The 'Viewer' window shows a complex logic flowchart with various blocks for initializing global variables, setting text, and checking click events. The bottom section shows the 'Components' palette on the left, the 'Viewer' window displaying a mobile app preview, and the 'Properties' panel on the right.

**Blocks Palette:**

- Built-in
  - Control
  - Logic
  - Math
  - Text
  - Lists
  - Colors
  - Variables
  - Procedures
- Start
  - TableArrangement3
    - Back\_2
    - Canvas1
    - Label1
  - TableArrangement1
    - Easy
    - Medium
    - Hard
    - Expert

**Viewer (Top):**

- Initialize global (numberOfPlayers) to 0
- Initialize global (typeDifficulty) to 0
- when Easy .Changed
  - do
    - set global typeDifficulty to 1
    - set (Label2 . Text) to 1
    - call checkClicks
    - call checkClicks5
- when Medium .Changed
  - do
    - set global typeDifficulty to 2
    - set (Label2 . Text) to 2
    - call checkClicks2
    - call checkClicks6
- when Hard .Changed
  - do
    - set global typeDifficulty to 3
- when Back\_2 .Click
  - do
    - open another screen screenName Screen1
- when P2 .Changed
  - do
    - set global numberOfPlayers to 5
    - set (Label2 . Text) to 5
    - call checkClicksA
    - call checkClicksAA
- to checkClicks
  - do
    - if Easy . Checked == true
      - then
        - set Medium . Enabled to false
        - set Hard . Enabled to false
        - set Expert . Enabled to false
- to checkClicks2
  - do
    - if Medium . Checked == true
      - then
        - set Easy . Enabled to false
        - set Hard . Enabled to false
        - set Expert . Enabled to false
- to checkClicks3
  - do
    - if Hard . Checked == true
      - then
        - set Medium . Enabled to false
        - set Easy . Enabled to false
        - set Expert . Enabled to false
- to checkClicks4
  - do
    - if Expert . Checked == true
      - then
        - set Medium . Enabled to false
        - set Hard . Enabled to false
        - set Easy . Enabled to false

**Components Palette:**

- User Interface
  - Button
  - CheckBox
  - DatePicker
  - Image
  - Label
  - ListPicker
  - Listview
  - Notifier
  - PasswordTextBox
  - Slider
  - Spinner
  - TextBox
  - TimePicker
  - WebViewer
- Layout
- Media

**Viewer (Bottom):**

Display hidden components in Viewer  
Check to see Preview on Tablet size

Start

Back

**Difficulty**

- Easy
- Medium
- Hard
- Expert

**Players**

- 2 Players
- 3 Players
- 4 Players

Next

**Components:**

- Start
- TableArrangement3
  - Back\_2
  - Canvas1
  - Label1
- TableArrangement1
  - Easy
  - Medium
  - Hard
  - Expert
- Label3
- TableArrangement2
  - P2
  - P3
  - P4
- NewGame
- Label2

**Properties:**

Start

AboutScreen

AlignHorizontal: Center

AlignVertical: Top

BackgroundColor: Black

BackgroundImage: None

CloseScreenAnimation: Default

OpenScreenAnimation: Default

ScreenOrientation: Unspecified

Scrollable: ☒

ShowStatusBar: ☒

# Sacred Heart Primary School



## 1:1 MacBook Program 2016

by Derek Stewart



**Technology Tree**  
Keeping your network running so you don't have to

# Minimum Requirements

## MacBook Air 11"

Model Number **MJVE2LL/A**



1.6GHz dual-core Intel Core i5 processor (Turbo Boost up to 2.7GHz)

4GB memory, 128GB Solid State Drive, Intel HD Graphics 6000

**Please check the last page for other tested/supported models including the Macbook Air 13" MD231xx/A**

**Battery Life** Up to 9hrs

**Weight** 1.08Kg

**Warranty** Covered by a 1 year limited Warranty from Apple and Australian Consumer Law (if purchased in Australia). An AppleCare Protection Plan for MacBook Air can be purchased for an additional cost.

## Required Accessories



Hard Shell



Headphones with Mic

## Recommended Accessories



Portable 2.5" External HD



Sleeve



# Important Information

- **Date to remember**
- DATE MacBooks to school on the first day. Imaging will take place during week 1
- Feedback request from parents. Information session based on this. Scheduled for first/second week of term.
- Students from year 4, 5 and 6 approx. 1hr sessions on MacBook maintenance, tips and tricks. To be scheduled a week after the parent sessions.

## Site references for parents

- School Website - <http://web.shpsh.wa.edu.au/>
- Apple MacBook Air - <http://www.apple.com/au/MacBook-air/>
- Apple Education Store - <http://store.apple.com/au-hed>
- Apple Finance - [http://store.apple.com/au/browse/finance/instant\\_credit](http://store.apple.com/au/browse/finance/instant_credit)
- **Apple Refurbished Store** - <http://store.apple.com/au-hed/browse/home/specialdeals>
  - **11" MacBook's** - [http://store.apple.com/au-hed/browse/home/specialdeals/mac/MacBook\\_air/11](http://store.apple.com/au-hed/browse/home/specialdeals/mac/MacBook_air/11)
- Apple iTunes gift cards - <http://www.giftcardsonsale.com.au/>
- Black Friday Guide - <https://blackfriday.com/when-is-black-friday>
  - Friday November 25, 2017
- Schools Digital License - [http://web.shpsh.wa.edu.au/pdf/policies/policies\\_educationaltechinfo.pdf](http://web.shpsh.wa.edu.au/pdf/policies/policies_educationaltechinfo.pdf)



**Technology Tree**  
Keeping your network running so you don't have to



## Supported Models

- Oldest model current Year 6 Students - **MD223xx/A** - MacBook Air (11-inch, Mid 2012) MacBookAir5,1
- Oldest tested Macbook Air 13" **MD231xx/A** - MacBook Air (13-inch, Early 2012) MacBookAir5,2
- *Please note that the battery life does deteriorate after age and can have an impact on the reliability in class.*

## Site references for models

- Apple MacBook Models - <https://support.apple.com/en-au/HT201862>
- Apple MacBook OS X versions and model support - <https://support.apple.com/en-us/HT204319>

## Additional Site references for Parents

- Apple Repairs at the Genius bar - <https://www.apple.com/au/retail/geniusbar/>
- Family Sharing on iTunes - <http://support.apple.com/en-au/HT201060>
- Backing up your Mac using Time Machine - <https://support.apple.com/en-au/HT201250>
- OpenDNS - <https://www.opendns.com/>



**Technology Tree**  
Keeping your network running so you don't have to



# Thank you

for attending this evening and for your continued support.