Digital Learning Planning Matrix[1]

This framework helps our school community identify where the school sits in relation to the five domains of digital learning practice, and the practical steps we can take to advance digital learning.

Domains: (1) Leadership; (2) Professional Learning; (3) Assessment, Teaching and Learning; (4) Student attitudes and digital capability; (5) Technologies and Infrastructure. The shading of outcomes across the matrix (Emerging; Evolving; Embedding; Excelling) tracks our journey and progress in achieving our vision.

VISION: Our school community utilises a technologically enhanced environment where students are equipped to be confident, connected life-long learners.

Definitions	*Digital learning:* Any type of learning that is facilitated by technology or by instructional practice that makes effective use of technology.	*ICT across the curriculum* is about students developing digital skills and knowledge to investigate, create and collaborate across all curriculum areas. They also learn safe and responsible use in managing and operating ICT.
	Digital technologies: hardware & software students and teachers use when planning, managing or delivering teaching and learning. E.g. computers, tablets, programs, apps, printers, cameras and smart phones.	*Digital Technologies*: Australian Curriculum subject - focuses on developing students' computational thinking in order to unravel problems, and then design and generate digital solutions to them. While there is substantial overlap, this AC subject is not the sole or core focus of digital learning plans.

The 5 phases

Pre-emerging	Emerging	Evolving/Engaging	Embedding/Extending	Excelling/Empowering
WHOLE SCHOOL: You need to put in place deliberate actions to plan for or, integrate e-learning across the school. **TEACHER:** You need to build awareness of how digital technologies can enable effective learning or what might be possible.	**WHOLE SCHOOL:** You investigate, raise awareness and plan for growing your ability to use digital technologies for learning. **TEACHER:** You find out about digital technologies, and supplement teacher-directed, lower-order (surface) approaches of teaching.	**WHOLE SCHOOL:** You establish and connect planning across the school; you trial initiatives. **TEACHER:** You trial and begin to purposefully use digital technologies to enhance curriculum learning outcomes, support higher-order (deep) collaborative teaching and learning,	**WHOLE SCHOOL:** You effectively align processes and practices across school, community and wider networks. The use of digital technologies is refined and appropriate to meet all learners' needs. **TEACHER:** You collaborate with students to use digital technologies appropriately to support authentic, higher order, co-constructed learning, and leverage digital affordances to improve pedagogical moves.	**WHOLE SCHOOL:** Your school, community and networks work in partnerships to reflect and plan. Technology use is ubiquitous, virtual, accessible and equitable, enhancing authentic, co-constructed learning within and beyond the school community. **TEACHER:** You work collaboratively alongside students to create personalised, higher-order, real-world learning.

(Adapted from the New Zealand Minister of Education The e-Learning Planning Framework, 2014; Hall & Hord, 1987; Mishra & Koehler, 2006; Moertsch (1998); and Timperley, 2007)

Domain 1: Leadership

Focus area	Pre-Emerging	Emerging	Evolving	Embedding	Excelling
Vision	☐	• School leadership is developing a vision for how digital technologies will be used to support learning and teaching.	• There is a vision statement that describes how e-learning will enhance student learning and achievement.	• The vision, developed with teaching staff, is clearly understood, valued and shared across the school and school community.	• There is a sustainable vision for a culture of digital learning, that is understood, embraced and embedded across the school community, and is informed by a strong student voice. • Expectations that digital technologies will support student learning, within and beyond the school, are high.
Leadership of digital learning	☐	• Digital learning is ad hoc and lead by one or more committed staff.	• Digital learning has champions in every year level.	• Leadership of digital learning is distributed across the school – it is on everyone's' agenda. • There are high levels of teacher collaboration focused on improving the effectiveness of digital learning.	• There is strong, strategic and distributed leadership, • Expertise, at local and global levels, is drawn on. • There is a willingness to share expertise across the system.
School leadership	☐	• School leadership has awareness of the benefits and practices of digital learning and is informed of staff practices. • School leadership is investigating the potential of e-learning, including digital literacy.	• School leadership actively leads the uptake and growth of curriculum-focused digital learning. • They implement change management processes. • They commit funds to sustain and expand digital learning programs.	• School leadership sustains & communicates an ongoing commitment to effective digital learning practice as normative practice. • They engage in professional dialogue with peers and relevant national bodies around the use of digital technologies for learning, teaching and assessment. They seek to apply what they learn to their practice. • They actively support staffs' CPD in digital learning. • They actively monitor progress in student digital literacy, and recognise achievements, resulting in significant change. • They seek external funding opportunities.	• All levels of leadership are invested in advancing digital learning, and lead by example. • The principal and other school leaders lead development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning and teaching. • They initiate and encourage participation in rigorous dialogue and debate about ways in which learning and teaching with digital technologies can help to maximise learning and teaching opportunities. • They actively build and extend engagement with professional networks for school leaders and managers locally and internationally.
Plans and systems	☐	• Strategies for the implementation of digital learning are ad hoc and a Digital Learning Plan has not been developed, or where one exists, it relates to infrastructure or hardware and software.	• A Digital Learning Plan is developed and is connected with the School Strategic Plan. • The Plan has been communicated to all staff. • The Plan holistically links vision, digital resources, school pedagogy and professional learning, and is monitored and reviewed internally. • There are digital learning documents and processes focused on student achievement that are mostly understood across the school.	• The Digital Learning Plan is aligned with the School Strategic Plan and integrated with whole school planning processes. • The Plan is reflective and proactive, and guided by relevant research and data. • Priorities and future planning for digital technologies across the curriculum are monitored and reviewed. • Digital learning documents and processes exist, are driven by student achievement and are integrated throughout the school. • Regular review of digital learning policies and practices to make sure the focus is on student achievement.	• Strategic planning is continuous, proactive, informed by research and supported by formal structures for consultation and review with all stakeholders. • The school regularly reviews processes and systems for managing digital learning across the curriculum.

Domain 2: Professional learning

Focus area	Pre-Emerging	Emerging	Evolving	Embedding	Excelling
Staff capability survey	☐	• The school is planning to complete a digital learning survey and analyse the data to inform professional learning.	• Teachers participate in a digital learning survey and develop professional learning goals. • Digital learning survey data is analysed and used to inform a school professional learning strategy.	• The digital learning survey and learning continuum is used by teachers to set and implement professional learning goals which are linked to individual plans and the school strategic priorities. • The data is analysed annually to inform school strategic planning and the professional learning strategy.	• The impact of professional learning in the use of digital technologies within the school is evident in improved results in the whole-of-school annual data collection, including the digital learning survey and student achievement data.
Teacher digital capability	☐	• Growing confidence and capability in using a range of common digital technologies.	• Teachers' capabilities enable them to access & use digital information, applications & devices in classroom. • Staff have a positive attitude to improving and learning new digital skills.	• Teachers have the capability to access and use digital information, and a wide range of applications and devices, and apply these appropriately in the whole spectrum of learning and teaching contexts. • Teachers are aware of their digital capability and recognise they do not have to be expert in all technologies always. • Teachers know how the digital tools available can enhance or transform the content, how it's delivered to students, and how students can interact with it. • Staff can confidently take up new technologies and new ways of using them to enhance student learning and teaching practices.	• All established teachers possess high level of digital capabilities and apply them intuitively to ensure highly effective learning and teaching. • Staff are committed to ongoing advancement of technical skills and technology-enhanced learning. • New teachers are rapidly upskilled and mentored.
Professional learning processes	☐	• Individual staff members undertake ad hoc professional learning activities. • Professional learning focuses more on technical skills rather than using digital technologies to support learning and teaching.	• Targeted professional learning builds the capability of champions across the school. • There are pockets of teachers working collaboratively on professional learning activities focused on effective learning and teaching with digital technologies. • Professional learning provided to all staff to build confidence and proficiency in using digital technologies to improve learning and teaching.	• Teachers engage in professional development to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students. • Teachers' professional learning explores new ways of learning and teaching, which are enabled by contemporary learning tools and environments. • Professional learning opportunities are ongoing and strategic; they are effective and focused on teacher practice; they involve reflection and feedback, and address the content levels of individual staff. • Opportunities are flexible to accommodate preferred learning styles and modes (f2f, online, video/text, individual/collaborative, fun and social (e.g. Techie Brekkie); before/during/after school, just-in-time & relevant to current practice/courses, linked to current teaching programs). • Teachers are given time to complete CPD and transform their practice. • Teachers participate in professional online communities to help them design learning opportunities for students across and beyond the curriculum.	• Professional learning plans incorporate the use of digital technologies and are linked to the school vision and the School Strategic Plan. • Staff members participate in sustained professional learning that is collaborative, embedded in teacher practice and responsive to individual goals and circumstances, whole school and system priorities, as well as relevant data and research. • Teachers' professional learning is systematically and rigorously monitored and evaluated to identify the impact of digital technologies on learning and teaching. • Teachers engage in professional online communities to help them continuously design, evaluate and modify learning opportunities for students across and beyond the curriculum.
Mentoring	☐	• There are limited opportunities for mentoring.	• The school's professional learning strategy supports staff to consolidate their professional learning experiences, make links with peers and work in teams.	• All staff have access to coaching and/or mentors, and are involved in mentoring others. The school's professional learning strategy supports staff to improve the use of digital technologies in learning and teaching through modelling, coaching and sharing innovative practice across the school.	• The school's professional learning strategy supports staff to lead mentoring and coaching, providing just-in-time support leading to cultural change and contemporary practices.
Sharing Practice	☐	• Sharing of practice is not commonplace. Individual teachers share practice and mentor peers on an ad hoc basis.	• Individual staff share effective use of digital technologies across their team or school.	• Staff routinely showcase and share innovative practice and exemplars within year level and faculties and across the school, as well as strategically with other schools and learning networks.	• Collegiate support and opportunities for local and global collaboration are available through an online environment, and staff lead and contribute to professional learning networks or communities of practice that support the use of digital technologies.

Domain 3: Assessment, teaching and learning

Focus area	Pre-Emerging	Emerging	Evolving	Embedding	Excelling
Use of digital technologies in assessment	☐	• Digital technologies are purposefully used in assessment tasks by individual teachers. • Individual teachers establish their own systems for storing student work for assessment electronically.	• Some teachers use a range of digital technologies to support assessment of learning and assessment for learning. • Digital systems are established to support students and teachers to develop ways to store work electronically for sharing, reflection and archiving. • Digital portfolios are used in some classes to store work electronically. • Individual teachers and areas of the school make assessment data available online for students and other teachers.	• Teachers make discerning decisions about the integration of digital technologies in assessment tasks, ensuring digital tools do not mask students' curriculum skills and understanding • An online environment supports effective assessment and reporting by connecting relevant curriculum plans and student learning goals with teacher, self and peer assessments. • A range of digital tools are used to more effectively capture evidence of student achievement, such as photos, blogs, video, track changes, recorded voice, video and online rubrics. • Digital Portfolios are used in some classes to showcase evidence of learning, student goals, reflections and feedback. • Digital technologies enable rapid collection, collation and visualisation of formative data to enable rapid determinations of individual and class understanding and progress.	• Teachers design and use a variety of digital technologies for assessment of learning and assessment for learning and regularly evaluate their validity and reliability. • An online environment enables connections between planned learning experiences, personal learning goals and assessment criteria and data, and to utilise feedback about each student's learning from peers, teachers and the wider school community. • A range of tools are used in the assessment process, including collaborative tools, running records, ongoing visual-thinking maps, recorded-voice feedback, podcasts, blogs and wikis. • Digital portfolios are used by all students and teachers for reflection and rapid-response feedback, and to showcase evidence of learning.
Assessment of students' digital capability	☐	• Assessment of student ICT capabilities against the Australian Curriculum is ad hoc.	• All teachers assess student digital skills against the ICT Capability or similar framework.	• All students are assessed against the ICT Capability or similar framework, with data collate and compiled from across learning areas. • Assessment of student capability is tracked at the individual and cohort level and across years.	• Achievement and progress data are stored in accessible online locations and visualised (such as through data walls) to enable ready identification of progress and trends. • Progress and tracking of student digital literacy is systematically managed at the individual, cohort, year and whole-school level with established intervention and extension strategies.
Reporting to Parents	☐	• Teachers create reports for parents using reporting software. • Teachers store reports on the school system and print these reports to distribute to parents.	• The student reports are printed and/or emailed to parents. • The school is planning to implement a system for parents and students to access students' reports online at key reporting times.	• Parents have online access to up-to-date and ongoing information on their student's progress.	• Up-to-date and ongoing information on students' progress is available online for parents to access. • A secure, integrated student information system provides ubiquitous access to all aspects related to student learning, including learning pathways, assessment, reporting and student wellbeing information.

Domain 3: Assessment, teaching and learning … continued

Focus area	Pre-Emerging	Emerging	Evolving	Embedding	Excelling
Curriculum planning	☐	• Individual teachers and some teaching teams make decisions about how they use digital technologies for learning and teaching. • The use of digital technologies to support the delivery of curriculum is incidental, rather than planned across the school. • Curriculum plans incorporating the use of digital technologies emphasise hardware and software skills.	• Individual teachers or teams develop curriculum plans that include teacher-directed use of digital technologies to support specific student learning outcomes through varied approaches and resources in some curriculum areas. • Individual teachers access a range of digital resources and tools and integrate them routinely into curriculum planning. • Effective use of digital technologies is taught 'just-in-time' to support student learning in targeted units.	• There is a whole school approach to curriculum planning that integrates the widespread and frequent use of digital technologies to enhance student learning. • The purposeful integration of effective digital learning is a frequent and natural part of learning and teaching across all curriculum areas and year levels. • Teachers select appropriate digital technologies to support deep thinking and authentic learning • Teachers apply a deep understanding of how the digital skills of the ICT Capability are developed and applied across learning areas, including to develop specific learning area skills.	• Digital technologies connect school planning, teacher planning, individual student plans, student data and assessment and reporting. • Digital learning is planned across the 3 levels of planning, including whole-school curriculum plan such that digital skill development, the selection and frequency of use of digital tools is planned, mapped and shared. This helps ensure progressive development of student digital capability and mastery of digital tools. • Systematic planning for digital learning ensures all aspects of the ICT Capability are addressed in each year level.
Collaborative planning and sharing	☐	• Individual teachers plan and store curriculum planning documents on their notebooks and some make them available on the school intranet.	• Teachers access and build curriculum plans online, using online folders and files to organise and manage content. • Curriculum plans and teaching resources are shared between staff in an online environment.	• Curriculum planning occurs in an online environment that fully integrates teaching, learning, assessment and reporting, enabling teachers to plan collaboratively and share curriculum plans and resources. • Teachers participate in professional online communities to help them design learning opportunities for students across and beyond the curriculum.	• An online environment transforms curriculum planning, supporting student-centred curriculum design. • Teachers use digital technologies to collaborate and to share curriculum plans and resources across the school. • Teachers use digital technologies to collaborate with other schools and online learning communities, developing and sharing curriculum plans, resources and approaches.
Enhancing learning	☐	• Digital resources are used in stand-alone activities. • Digital technologies are used to support teaching methods that focus on delivery of information and engagement. • Investigating ways e-learning can positively impact on student achievement.	• Trialling different ways digital learning and tools can positively impact student achievement and refining programmes as a result.	• Effective, evidence-based pedagogical approaches to learning and teaching with digital technologies are clearly articulated, aligned to the school's pedagogical approach, and are applied across the school to ensure digital pedagogy has a positive impact on student achievement and engagement. • Curriculum delivery across the school enabled by the use of digital technologies enhances learning and teaching by providing student-centred learning resources and environments. • Student learning is extended and students are challenged through authentic learning contexts that require inquiry, collaboration, communication and problem-solving. • The use of digital technologies supports contemporary skills including higher-order thinking, decision-making, communication, collaboration, creativity and problem-solving. • Teachers know the limitations of digital learning and benefits of non-digital and physical learning, ensuring a diverse	• Digital technologies support the delivery of a contemporary curriculum with clear learning goals and rich interactive learning environments that seamlessly integrate technology so students can access information, and collaborate locally and globally to create knowledge. • Teachers reflect on, and adapt their pedagogical strategies when using digital technologies to personalise and facilitate pupils' ownership of their learning.
Differentiation	☐	• Limited or ad-hoc differentiation of digital learning tasks to cater for some needs of learners.	• The school is exploring and trialling ways to address individual learning needs through the use of digital learning • Teachers allocate different digital resources to different learners according to need.	• The school has embedded practices to address individual learning needs through the use of digital learning • Teachers use technical knowledge to deliver differentiated learning in digital tasks that address individual learning needs., such as by: using a range of digital resources for a learning activity; using inbuilt features of digital tools; and structuring layout and flow of content on digital platforms. • Departmental advice and current best-in-class resources and tools are used to ensure accessibility and success for all students.	• The school has established processes and digital technologies to meet individual learning needs for all students and to create dynamic, personalised learning plans. • All teachers are aware of best practices and effective ways to improve the learning success of all students using digital technologies. • Students have a virtual space, tailored to their individual learning needs.
Extending learning	☐	• The school is identifying ways to use digital technologies to make connections (locally and nationally) for learning.	• The use digital technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes is being trialled.	• Digital technologies support students to communicate, share, collaborate, investigate and co-create within local and global communities. Examples include citizen science projects, inter-school research projects, interviewing external experts, etc.	• Synchronous, mobile and other emerging technologies are used to create a range of dynamic, virtual learning pathways, which enable students to communicate, share, collaborate and co-create with one another, students around the world, and external experts in authentic learning opportunities.
Engagement	☐	• Digital technologies are used to motivate students to start the learning process.	• Digital technologies have a positive impact on students' engagement. • Increasing awareness of using technologies to engage students in the learning and avoiding the technology itself distracting from the learning outcomes, such as through extrinsic rewards.	• The use of digital technologies has a positive impact on students' attitudes to learning, improving self-esteem and their understanding of themselves as learners.	• Purposeful use of diverse technologies that shift students from passive to active social learners (co-use or co-engagement).
Evaluating digital learning	☐	• Individual teacher reflections on the effectiveness of digital learning activities and tools.	• Occasional evaluation by teaching teams.	• Teachers regularly evaluate effectiveness individually and in teams, and revise tasks and digital teaching strategies to innovate and improve educational practice.	• Teachers critically reflect and experiment with a range of digital learning activities, continuously evaluate their effectiveness, and revise their teaching strategies accordingly. • Established process and templates for evaluating digital learning activities, and commitment to actively improving them.
Choice	☐	• The teacher directs students in the use of digital technologies	• The selection and application of digital technologies are managed by the teacher with occasional student choice.	• Teachers and students negotiate the way digital technologies are used and managed to meet learning needs. Students have choice of technologies given by teacher.	• Decisions about the selection and use of digital technologies are made collaboratively with students, with high levels of student autonomy.
Home-school partnerships	☐	• School is identifying opportunities to make digital technologies and digital literacy learning available for our school community.	• School is trialling ways to make digital technologies and digital literacy learning available for school community. • Parents understand and are able to connect with student learning.	• School has established ways to make digital technologies and digital literacy learning available for our school community. • School harnesses expertise of school community to provide rich and authentic digital learning experiences.	• School routinely makes digital technologies and digital literacy learning opportunities available for the wider school community. • Home-School connectedness supported with tech. and social media. • School community is a critical partner in delivering deep authentic digital learning opportunities across diverse contexts.
Safe, responsible & ethical use of digital technologies	☐	• The school develops policies to ensure appropriate social and ethical values with the use of digital technologies. • There is communication and implementation of safe and ethical behaviours relating to the online safety and wellbeing of staff and students using digital technologies.	• The school uses policies to develop curriculum contexts to ensure appropriate safe and ethical behaviours with the use of digital technologies. • Individual teachers manage and educate students in the ethical and safe use of digital technologies within their classroom.	• The school develops protocols and awareness about safe, equitable and ethical use of digital technologies at school and at home, through collaborative processes which include students, teachers and parents.	• The school regularly reviews new technologies and their use, making appropriate changes to its policies and educational programs as part of a reflective and well-informed process. • The school empowers teachers and learners to manage risks and use appropriate digital and assistive technologies to support their own social, psychological and physical wellbeing within and beyond school.

Domain 4: Student attitudes and digital capability

Focus area	Pre-Emerging	Emerging	Evolving	Embedding	Excelling
Attitudes	☐	• Students recognise the benefits of digital skills to 21st Century learners.	• Students have a positive attitude towards the use of digital technologies and value digital capability.	• Students value and seek out the use of digital tools in their learning, and encourage and support peers.	• Students recognise and celebrate digital learning achievements in peers and seek external accreditation and courses.
Digital capability and Application of skills	☐	• Students have incidental awareness of their own digital capability, largely tied to specific digital tools. • Students use digital tools that are tailored to specific learning activities as directed by the teacher.	• Students' digital capability is approaching the level standards of the ICT Capability. • Students are developing fluency in the application of digital skills and can use digital tools to create products. • Students use digital technologies to visualise their thinking, create information products and communicate effectively in almost all curriculum areas.	• Students' digital capability align to the level standards of the ICT Capability and objectives and skills AC learning areas. • They are aware of their digital capability and have tools and processes to identify learning goals and track improvement. • Students understand how to effectively use digital technologies to enhance curriculum skills and understandings. • They use digital technologies to collect evidence, record and reflect on their progress, manage their learning, and develop their competence as self-directed learners.	• Students have self-awareness of digital capability and monitor progress, taking steps to improve and enhance skills. • Students have high proficiency in digital skills, apply them with autonomy, use them in innovative ways to new situations, and creatively develop new digital solutions to real-world problems and exploring entrepreneurial opportunities. • Students harness technologies to create solutions, • Students use digital technologies to creatively and critically develop their competence as autonomous, self-directed learners and are able to set meaningful personal goals for future learning.
Independent and collaborative learning	☐	• Students have opportunities to use digital technologies to learn independently.	• Students have opportunities to use digital technologies to learn independently or with others.	• Students can readily switch between independent and collaborative work • Digital tools readily enable efficient and organised collaboration, demarcation of each individuals work, group project planning	• Students have rich learning opportunities that extend their capacity to learn independently and interdependently in an online environment.

Domain 5: Technologies and infrastructure

Focus area	Pre-Emerging	Emerging	Evolving	Embedding	Excelling
Maintenance and technical support	☐	• Responsibility is devolved completely to technical personnel. • Digital technologies are sometimes reliable.	• Responsibility is mostly devolved to technical personnel who respond to short-term needs. • Digital technologies are usually reliable.	• A collaborative group manages technical support to ensure maintenance is timely, effective and prioritised as part of whole school strategic development. • Digital technologies are reliable.	• The school takes a collaborative, learning-focused approach to technical support to ensure it meets the needs of everyone in the school. • Digital technologies are robust and reliable to consistently meet all learning needs.
Quality & quantity of digital resources and Procurement	☐	• The quality and quantity are sufficient to meet some learning needs. • Purchasing is ad-hoc.	• The quality and quantity are sufficient and varied enough to meet most learning needs. • Purchasing decisions are made by selected digital learning leaders.	• The quality and quantity are sufficient and varied enough to meet learning needs in online and offline environments, all day. • Emerging technologies are trialled. • Purchasing decisions are based on curriculum & learning needs, and discerning evaluation of affordances of the technology compared to similar resources. Teacher and student digital expertise are considered to ensure successful uptake and use. • All appropriate staff are consulted.	• The quality and quantity are regularly reviewed to ensure the school can meet students' needs, interests and ability to creatively innovate across all contexts. • Emerging technologies are trialled and incorporated into learning programs to ensure students have access to transformative technologies.
Infrastructure (wi-fi, power, bandwidth, etc.)	☐	• Infrastructure limits the location or scale of digital learning.	• Infrastructure occasionally limits digital learning. • Wireless technologies are accessible in parts of the school. • Access to a range of digital resources is flexible across the school with multiple fixed access points for students to use.	• Funding and installation programs ensure infrastructure does not limit any digital learning. • Infrastructure can accommodate 1-to-1 computing. • There is flexible access to digital technology resources, anywhere, anytime within the school. • Digital resources are accessible outside of the school.	• Forward planning ensures infrastructure can accommodate or rapidly respond to expansion of digital learning and new digital resources. • The school provides students, parents and teachers with secure, flexible, anywhere, anytime, access to collaborative learning spaces, resources, school information, student learning and assessment information to support student learning.
Physical Layout	☐	• Classroom layout is not designed or adapted to use of digital technologies • Digital resources are concentrated in a limited number of areas across the school, such as computer laboratories.	• Classrooms have a flexible physical layout, enabling various student groupings for collaborative and personalised learning to occur. • Student learning with digital technologies is maximised by using fixed points and wireless.	• Learning occurs in flexible physical learning environments, with furniture, technology and storage accommodating flexible curriculum delivery models. • Student learning spaces that are not part of individual classrooms are available, with online access.	• There is an anywhere, anytime learning environment not bound by physical time and space. • The learning environment adapts to diverse learning and teaching styles and needs, and is supported by personalised timetable, curriculum and spaces. • Physical layouts respond to, and accommodate, current and emerging technologies.
Equity	☐	• The school understands how access to digital technologies can create divides and how social and economic conditions can impact the way technology is used.	• Equity and home access issues are identified.	• Guidelines and established practice ensure equity issues are effectively addressed so all students have access and are able to excel.	• The school ensures special measures are in place to provide for the needs of all students, particularly disadvantaged students.