GRANT APPLICATION FORM

Round One
Digital Literacy School Grants (DLSG)
Australian Curriculum: Digital Technologies

Australian Government Department of Education and Training
Level 9, 50 Marcus Clarke Street
Canberra, ACT 2601
**Information for applicants**

**Closing date**

Applications must be submitted to the Australian Government Department of Education and Training (the department) by **5.00 pm Canberra local time, 28 October 2016.**

Incomplete Applications, including those that do not include all required information at the time of submission, may not be assessed.

**How to lodge**

To apply for a grant, applicants must complete this ‘Grant Application Form’ and submit it to DLSG@education.gov.au with ‘Digital Literacy School Grants’ in the subject line by **5.00 pm Canberra local time, 28 October 2016.**

Note: The department will not accept applications by post or fax.

**Grant Guidelines**

You must read the Grant Guidelines for the Digital Literacy School Grants initiative as they contain important information to assist you in completing this application.

**Late lodgement policy**

Applications received after the closing date will not be assessed. Late applicants will need to resubmit their application during Round 2.

**Joint applications**

The department will accept applications from consortia. The consortium must appoint a lead member who is authorised to act on behalf of all members of the consortium, and enter into contracts which are binding to them. The lead organisation should complete this form in consultation with the consortium. For the purposes of submitting the application all consortium members must be clearly listed; and the identity of the lead member should be clearly identified. Each party to a joint application must exist as a legal entity at the Closing Time.

**Condition of participation**

Each applicant must meet all eligibility requirements as stipulated in the Grant Guidelines at the time of application.
When preparing your application you must:

- provide detailed answers to each question in this Application Form;
- complete the Grant Applicant details at Part 1;
- complete the Overview of the Proposal at Part 2;
- complete the Assessment Criteria at Part 3;
- complete the Declaration at Part 4; and
- lodge the application and supporting documents to DLSG@education.gov.au with ‘Digital Literacy School Grants’ in the subject line by 5.00 pm Canberra local time, 28 October 2016.

Please note: Completion of the Application Form and the related assessment process must not be interpreted to create any binding obligations between the department and an applicant until a Grant Funding Agreement (if any) is signed, dated and exchanged by the relevant parties. The agreement lists the conditions which the recipient must agree to in order to receive funding.

The Digital Literacy School Grants initiative does not provide funding to cover retrospective costs incurred before a formal Grant Funding Agreement has been executed and it does not cover costs incurred in the preparation of this application or related documentation.
Part 1: Grant Applicant details

Please provide the following grant applicant information:

School/organisation name: Servite College Tuart Hill

AGEID* number(if applicable):

* The AGEID is a unique identifier used by the department for schools and other education authorities. If unknown, your school’s AGEID can be found by contacting the department or your system authority.

Please provide information on the legal entity (body corporate or body politic) responsible for the school/organisation

For successful applications this is the legal entity the department will enter into a Grant Funding Agreement with. For a school, the legal entity should be the ‘approved authority’ for the school under the Australian Education Act 2013.

Legal name: Mr Jeffrey Allen
ABN / ACN: 69356899381
Address: 134 Cape St
          Tuart Hill
City: Perth State: WA Postcode: 6060
eMail: allen.jeff@servite.wa.edu.au

Who is the authorised contact person/s for this grant funding application?

<table>
<thead>
<tr>
<th>Title:</th>
<th>Preferred contact:</th>
<th>Alternative contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First name:</td>
<td>Trevor</td>
<td></td>
</tr>
<tr>
<td>Surname:</td>
<td>Galbraith</td>
<td></td>
</tr>
<tr>
<td>Position in organization:</td>
<td>Director of Innovation and Research</td>
<td></td>
</tr>
<tr>
<td>Contact number:</td>
<td>0429 883 013</td>
<td></td>
</tr>
<tr>
<td>Business email address:</td>
<td><a href="mailto:galbraith.trevor@servite.wa.edu.au">galbraith.trevor@servite.wa.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>

Does the applicant plan to sub-contract any of/or the entire project, if this application is successful?   ☐ Yes   ☒ No

If yes, you will be asked to provide details prior to any contract being entered into.
Part 2: Overview of the Proposal

The Digital Literacy School Grants are designed to support teachers and students in embracing the digital age and in implementing the *Australian Curriculum: Digital Technologies*. This initiative seeks to help school principals and information and communication technology (ICT) leaders to embed the *Australian Curriculum: Digital Technologies* through a whole of school approach.

The grants’ aim is to stimulate best practice models of implementation and student and teacher engagement; sharing of ideas and experiences within and between schools; demonstration projects that can be used by other schools to implement the Australian Curriculum: Digital Technologies; and ways that leaders can inspire their teachers and students to extend their ICT learning across other learning areas.

Please indicate which category of Grant you are applying for:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Category A</td>
<td>$10,000-$20,000</td>
<td>(GST exc) For single school or partnership projects of up to 12 months duration.</td>
</tr>
<tr>
<td>☒ Category B</td>
<td>$20,001-$50,000</td>
<td>(GST exc) For larger scale single school and partnership projects of up to 24 months duration.</td>
</tr>
<tr>
<td>☐ Category C (exceptional)</td>
<td>$50,000+ (GST exc)</td>
<td>For projects that demonstrate scalability at a regional, national or sectoral level.</td>
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</tbody>
</table>

Total grant being sought: $50,000.00 (GST exc)
Please supply information on: (maximum 500 words)

- A summary of the proposed project.
- The role of the project leader, including expertise in digital literacy and technology.
- Success indicators for the project and how these will be measured (including use of quantitative and/or qualitative data).
- (If applicable) classroom and/or teacher resources that will be produced during the project and how their effectiveness will be measured.

### Summary of Proposed Project

This project is to create an increasingly powerful and productive digital ecosystem consisting of six related phases.

1. Partnership with CEWA to pilot their Leading Lights Initiatives
2. Construct a Transformational Teaching and Learning program using iPads in middle school.
3. Provide reboot **network architecture** and **technical support**.
4. Support teacher **digital competencies** in:
   - CEWA 365 tools
   - Developing digital literacy skills in coding and computational thinking
   - Proficiency and Certification with Apple iPad and/or Surfaces
5. Introduce Coding and Computational Thinking.

### ONE

Teachers will be able to educate in more flexible and contemporary ways, while taking advantage of exciting pathways for tailored personal learning and professional development.

### TWO

Teachers will develop capacity to design deep learning skill based digital learning environment with a focus on students showing evidence of their learning in a myriad of ways. Teachers will build collective knowledge and expertise in new pedagogies so that learning is personalised and student outcomes improved.

### THREE

Network Architecture and training of staff to transform the College to iPad ready will require us to go beyond our current skill set. This work will need to be supported by external partners.

### FOUR

Transforming learning at the College will be based on creating new learning paradigms in a blended digital environment. Rather than a ‘one size fits all’ industrial model the development of a virtual classroom to complement the physical and pedagogical space will ensure that students are able to learn at their own pace in and outside of the classroom with strong data analytics to guide lesson targets, differentiated curriculum design and assessment for learning. A robust, collaborative staff learning community is an imperative for this to happen. Development of staff will rely on guided online tutorials, one on one coaching, classroom support, sharing of innovative digital practices, “best practice” models and a mentor program. This will involve using internal staff resources and external expertise from the CEOWA and Apple Education.

### FIVE

**New** programs for students will introduce coding and computational thinking in middle school. Students will access a personalised learning centre with CEWA 365 tools, storage space, school news and safe social media. Leading Lights builds on change models including the New Pedagogies for Deep Learning (NPDL)4 competencies, to inform the skill sets students need to flourish and excel in today’s dynamic world. This will be supported by programs such as Microsoft’s Imagine Academy and ISTE technology standards that enable certification to support the Engineering in STEM.
SIX
The Future of Work Will Be Centered Around People - Always mobile, always moving - Collaborate early, often, and always - Growing up on social networks. The project will provide teachers and students with access to a safe virtual environment where they can evaluate, and build on, their ICT skills. The project will aim to foster a genuine collaboration of schools and home - Fundamental Change

PROJECT LEADER
Trevor Galbraith has recently been appointed Director of Innovation & Research at Servite College, a newly created position. Trevor has long been regarded as a leader in his field. His work in ICT has been at the chalk face with students and teachers over many years. His personal challenge in schools has been in assisting teachers with the difficult process of coping with the implementation of digital technologies into the classroom.

Trevor is well known for presenting at ICT conferences on a local and National Level. Trevor was awarded the Australian Computer Educator of the Year by the ACCE society in 2005. In 2015 he was acknowledged as an Apple Distinguished Educator.
<table>
<thead>
<tr>
<th>Description of key activities/milestones</th>
<th>Date expected to be achieved</th>
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<tbody>
<tr>
<td>Introduction of Program</td>
<td>Nov 2016</td>
</tr>
<tr>
<td>Construction of 2017 Staff ICT PD Program</td>
<td>Dec 2016</td>
</tr>
<tr>
<td>Staff Training and PD 2 Strands – Apple and Leading Lights</td>
<td>Dec 2016</td>
</tr>
<tr>
<td>Acceptance of Trial School for Leading Lights CEO WA</td>
<td>Dec 2016</td>
</tr>
<tr>
<td>New programs introduced in Middle School related to coding &amp; computational thinking</td>
<td>Feb 2017</td>
</tr>
<tr>
<td>Infrastructure and Networking Transition</td>
<td>Feb 2017</td>
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<tr>
<td>Parents as Partners in the Classroom Digital Workshops commence</td>
<td>Feb 2017</td>
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<tr>
<td>eg: Digital Citizenship, Connected Community</td>
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<tr>
<td>Student Devices Ready</td>
<td>Feb/March 2017</td>
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<tr>
<td>Teacher Action Research Projects commence</td>
<td>Apr 2017</td>
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<tr>
<td>Community commences development of global projects</td>
<td>May 2017</td>
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<tr>
<td>Staff Training and PD Reflections [on going]</td>
<td>June 2017</td>
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<tr>
<td>Community Outreach Programs commence</td>
<td>July 2017</td>
</tr>
<tr>
<td>eg: Students teach and support community members to connect to Virtual Spaces</td>
<td></td>
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<tr>
<td>Staff Certification</td>
<td>Dec 2017</td>
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<tr>
<td>Presentation of Teacher Action Research Projects</td>
<td>Dec 2017</td>
</tr>
<tr>
<td>Evaluation – Reflection – Redirection of Year 1</td>
<td>Dec 2017</td>
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</tbody>
</table>
Please provide an estimate of expected expenditure for the project and other income contributing to the project.

<table>
<thead>
<tr>
<th>Major expenditure items for the project:</th>
<th>Amount:</th>
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<tbody>
<tr>
<td>Item 1: Staff Professional Development</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>Item 2: Network Personnel and Configuration</td>
<td>$20,000.00</td>
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<tr>
<td>Item 3: Software Licensing and equipment for Stem Projects</td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

**Total Costs:** $50,000.00

<table>
<thead>
<tr>
<th>Other income (incl. in-kind support) for the project</th>
<th>Amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1: School Funding – Devices</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Item 2: In-House Training – 2 key teachers + mentors</td>
<td>$75,000.00</td>
</tr>
</tbody>
</table>

**Total (other income):** $175,000.00

(If applicable) Please supply information on partner schools/consortium members and the roles/relationships between members and how the consortium will be managed. Maximum 250 words.

Where relevant include AGEID (for schools) and ABNs (for other organisations).

**Leading Lights**

The entire CEWA school system will have access to an integrated suite of best-in class learning tools, educational software, storage, communications, collaboration, student management systems and a professional learning and development environment.

In 2017 LEADing Lights will provide all Catholic Schools in schools in Western Australia with an opportunity to reflect on short and medium term planning as it relates to technology, people, digital resources, professional learning and how we are guided by the evidence or insight through analytics.

In order to provide each student, teacher and parent across WA with a consistent and full picture of experiences and progression in their schools, the LEADing Lights initiative provides a common foundation cloud platform for the benefit of all schools helping enable our focus areas of Learning, Engagement, Accountability and Discipleship (LEAD).

The Catholic Education Team have chosen **Servite College** as a pilot secondary school to implement their bold strategy. This decision is made in relation to the rich talent of staff support that have been assembled at Servite College by the current Leadership Team for this task.
Part 3: Assessment Criteria

IMPORTANT:
You must provide information for each of the weighted Assessment Criteria below. (Please note criterion 4 includes an additional sub-criterion for Category C applications only).

1. Please describe how the project addresses a clearly identified and specific need in the context of the particular school(s), jurisdiction or sector and how the project is aligned with the learning outcomes prescribed in the Australian Curriculum: Digital Technologies. Maximum 250 words. Weighted at 30%

The Digital Technologies curriculum design process is a process that we envisage being adopted across the curriculum in all subjects as it supports project based inquiry learning in the middle years with the identification of the Problem, Investigation, Engineering (break down to parts), System (view as a whole), Design and Evaluation. We also see this as a model for action research professional development in the future with teachers designing their own question/investigation linked to improved student outcomes with all data collected shared on an online learning blog.

New programs will be provided for students which will introduce coding and computational thinking in middle school.

Computational thinking, design thinking and systems thinking is currently in the incubator stage at Servite with the introduction of both robotics and coding this year in the middle years. Video Gaming will be introduced in 2017 to support the learning of basic algorithms and programming. Whilst we can harness the expertise of a few current staff we need to upskill other staff to deliver these courses.

Students will access a personalised learning centre with CEWA 365 tools, storage space, school news and safe social media. Leading Lights builds on change models including the New Pedagogies for Deep Learning (NPDL)4 competencies, to inform the skill sets students need to flourish and excel in today’s dynamic world. This will be supported by programs such as Microsoft’s Imagine Academy and ISTE technology standards that enable certification to support the Engineering in STEM.

2. Please describe how the project will create opportunities for teachers/school leaders and/or students to expand their skills and knowledge about the Australian Curriculum: Digital Technologies and (where relevant) how the project demonstrates integration of digital literacy across other key learning areas (particularly other Science, Technology, Engineering and Mathematics (STEM) subjects). Maximum 250 words. Weighted at 30%

The process of design thinking (embedded within the Digital Technologies curriculum) is referred to in the Australian Curriculum as a valuable way to engage students in deep research and action oriented idea development. It is also referred to by AITSL as a method to engage educators in professional learning and for school change. It is one approach to problem solving and creative thinking (see APST Standard 3.3). Design thinking will be implemented across all curriculum areas through inquiry/project based learning as we increase the emphasis on rich research skills such as curation, collaboration, communication and creation of new findings. Similarly the design thinking process will also be the foundation of all action research professional development for Teachers and School Leaders who will map the culture change from traditional classroom teaching to transformative practices that positively impact on both student academic and wellbeing outcomes. The Leadership Team understand that transformational teaching practice caused by inserting new technologies and practices will only be achieved with considerable skill and orchestration as we move from passive consumers of information to creators of new knowledge.
Digital technologies and ICTs are a feature of both the Australian Curriculum and the teacher standards. In particular teachers are expected to use effective teaching strategies that integrate ICTs (see APST Standard 2.6). Upskilling of teachers with professional development opportunities both internal and external (as described) will ensure that all teachers have the ‘digital toolkit’ to differentiate curriculum and improve student outcomes in the virtual and physical classroom. The introduction of STEM at Year 7 as part of a formation program will incorporate coding, robotics, game making and virtual realities underpinned with a vibrant digital citizenship program. Teachers will be upskilled by those who have taught different components this year and the curriculum and delivery will be a shared responsibility of a Year 7 team who will then coach other teachers who can transfer skills to their own classrooms.

3. Describe how the outcomes of the project will be measured and/or quantified and how the project will be sustained beyond the period of Commonwealth financial support. Maximum 250 words. Weighted at 30%

Data Analytics integrated within the Leading Lights Project will provide transparency of data for learning.

The success of Staff PD Program will be judged on teachers sharing with each other their experiences of differentiating work and the successes they had experienced regarding student outcomes as a result of this differentiation. As the program is on-going all schools within our system will come on board sharing resources. Outlined earlier, Servite College will be an early adapter with expectations of providing exemplars for the system.

OneNote Staff Collection
- Gather, collate and present data – informing reflection to coaching conversations.
- Focus on goal setting.
- Track interaction between coach and coaches.
- Provide a central place for staff to upload and reflect upon their learning and practice.
- Store and tag evidence of progress & achievement.
- Generate reports on whole school data and enable trend analysis over time.
- Enable individual PL goals to be aligned with school priorities.
- Promote collaboration as teachers share evidence of their learning and practice with each other.
- Encourage a reflective practice pedagogy.

Students will use devices to gain knowledge and skills by investigating and responding to a complex question, problem or challenge.
- Research knowledge and opinions
- Collate and compare resources
- Brainstorm and sketch ideas with a digital pen
- Canvass opinions on safe social media
- Get feedback on drafts from teacher or industry mentor.
4. Please describe how the project delivers value for money and, for Category C applications only, describe the process to engage with key stakeholders to ensure greatest possible reach. Maximum 250 words. Weighted at 10%

- Servite College aims to be a centre of innovation sharing best practice with all Western Australian schools collaborating on ideas of “best practice” and sharing action research through a virtual and physical environment. Other schools will be invited to visit the Servite classroom, participate in professional development sessions that are focused on ‘in situ’ classroom environments and team teaching. Our overarching philosophy is that a learning community should reach across and within sectors and benefit all students.
- Teachers involved in action research projects will be required to create and maintain an online learning blog.
- As our infrastructure becomes more robust global projects will be introduced across the curriculum with students developing further their understanding of culture, digital citizenship (as they connect synchronously and asynchronously with other students internationally), collaboration and rich research skills.
- Our growing STEM program and digital technologies curriculum will be shared with local primary schools as we invite students to participate in Robotics, coding and gaming workshops to grow an interest in STEM career pathways.
- Our Learning community embraces parents as partners. We will invite parents and our local community to participate in digital workshops that encompass simple ‘how to’ sessions facilitated and run by our students. Just as we equip our students with a toolkit to navigate the digital world and emphasise the importance of digital citizenship with a focus on push technology (rather than pull technology) we also need to educate our parents on the exploration of digital citizenship and the key concepts of protection, privacy, permanence, perspective and plagiarism.
- A number of community outreach programs will be implemented including our Certificate 11 Business students teaching elderly citizens how to use email, skype, research information on the Web, Facebook, You Tube and Instagram and showcasing virtual environments (eg museums). Many of our families are Italian immigrants whom still have families in Italy and their only contact is in the virtual space.
Part 4: Declaration

I, the applicant or an authorised representative, declare that:

• the information contained in this form is true and accurate;
• I have read and understood the Grant Guidelines and understand and accept the terms and conditions of funding, and warrant that I will be able to fully comply with those conditions;
• I have read and understood the Privacy Notice below;
• I understand that incomplete applications may not be considered;
• if and where any personal information of a third party is included, the third party has been made aware of, and given their permission for, those details to appear in this application;
• I am not aware of any perceived or actual conflict of interest that will arise by submitting this application;
• (if a consortium), this grant application has the support of the consortium entities/members and I am authorised to lodge the application on behalf of the consortium; and
• This application is endorsed by the school principal and/or the school’s decision-making authority (e.g. School Council) prior to being submitted to the department. Applications from other organisations (e.g. principal associations) must be endorsed by the head or leader of that organisation.

☒ I agree and have complied with the declaration above

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date (DD/MM/YYYY):</th>
<th>Position in organization:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trevor Galbraith</td>
<td></td>
<td>Director of Innovation and Research</td>
</tr>
</tbody>
</table>

IMPORTANT:

Grant Funding Agreement

Successful applicants must agree to and sign a Grant Funding Agreement with the Australian Government Department of Education and Training in order to receive grant funding.

Privacy Notice

The personal information on this form is collected by the Australian Government Department of Education and Training (‘the department’) for the purposes of administering the Digital Literacy School Grants program (‘the program’).

The department collects, uses, and stores personal information in accordance with its Privacy Policy, available on the department’s website at http://education.gov.au/privacy-policy.

The department may also use your personal information (and the personal information of other individuals) for secondary purposes related to the administration of the program, for example, to inform the future administration of other programs administered by the department.

If you do not consent to the collection of your personal information, the department will determine this Grant Application Form to be incomplete, and the department will not consider it.

If you have concerns regarding the way the department has handled your personal information, or you would like to make a complaint, please consult the department’s Privacy Policy for further information.
Part 5: Application checklist

To ensure that your application is complete, please use the following checklist:

| Part 1:  | Grant Applicant details | □ |
| Part 2:  | Overview of the Proposal | □ |
| Part 3:  | Assessment Criteria | □ |
| Part 4:  | Declaration | □ |

**Please note:** applications that are incomplete and do not contain all the required information may not be assessed.

If you have any questions or require assistance filling out this application please contact the DLSG Team at DLSG@education.gov.au with ‘Digital Literacy School Grants’ typed in the subject line.