St Francis Xavier promotes an integrated use of Information and Communication Learning Technology. This enhances student learning, facilitates effective communication between all sectors of the school community and provides an efficient method of administrative techniques for the teaching staff. In today’s learning world, a demonstrative method of communicative learning, using up-to-date technology is essential.

At St Francis Xavier, the emphasis is on encouraging primary students to maximise their potential in all endeavours of scholastic activity, as well as encouraging them to develop social and interpersonal skills. The broad brush St Francis Xavier uses is aimed at making students lifelong learners. Through all curriculum areas, we promote purposeful inquiry and employ the benefits of ICLT’s.

The major areas will focus on incorporating Statements of Learning for Information and Communication Technologies (ICLT) by Australian Education Systems Officials Committee.

**Inquiring with ICLT**
Students use ICLT in processes of inquiry and research. They identify information and data needs and plan actions to locate, access and retrieve information and data. Students organise, manipulate, structure and refine information to improve their interpretations and construct new understandings. They acknowledge and use information and data from a variety of sources and critically assess their quality.

**Creating with ICLT**
Students create a range of ICLT learning solutions developing their understanding, demonstrating their creativity, learning and supporting their thinking processes across or within curriculum areas. They analyse problems, needs and opportunities, exploring ideas, developing concepts and evaluating ICLT learning solutions. They use processes to select appropriate ICLT, generate ideas and plans, express themselves and monitor and reflect on their learning.

**Communicating with ICLT**
Students use ICLT to enhance communication. They share, interact, develop relationships and apply ICLT to present information and data, engage with audiences and collaborate in meaningful ways. They use ICLT to communicate face-to-face and remotely with individuals and with local and global communities. Students experience alternative views, construct new understandings and empathise with others.

**Ethics, issues and ICLT**
Students understand the increasingly prominent role of ICLT in society and its impact on self, work and others. They have an appreciation of the roles and responsibilities of people working with ICLT and are discriminating, ethical, legal, responsible and safe users of ICLT. Students use safe practices to protect information and develop strategies for handling unwanted communication. They reflect on ICLT issues in the past and are able to apply future thinking when exploring the impact of ICLT developments.

**Operating ICT**
Students efficiently operate a range of ICLT functions and applications for creating, communicating, inquiring and for the management, storage and retrieval of information and data. They competently perform operational sequences with a range of ICLT and use features of the ICLT to achieve curriculum outcomes. Students consistently apply standards and conventions when using ICLT. They apply preventative strategies for maintaining ICLT and solve basic ICLT-related problems as end-users.