The Student ICT Expectations identify the ICT knowledge, understandings and skills that students in Queensland state schools are required to have the opportunity to develop from Prep to Year 12. These expectations have been developed to align with national goals and are based on the National Statements of Learning for Information and Communication Technologies. This curriculum resource will assist Queensland state schools to implement the Australian Curriculum General Capability, ICT competence, recognizing that to be successful learners at school and beyond, students need to become ‘creative and productive users of technology’ (MCEETYA 2008, p.8).

The Student ICT Expectations are organised as a continuum and specify the learning expected by the end of Years 3, 5, 7, 9, 10 and 12. The Student ICT Expectations recognize that students develop ICT competence and understandings as they use ICT effectively across all learning areas. The expectations are organised according to the following elements:

- Inquiring with ICT
- Creating with ICT
- Communicating with ICT
- Ethics, issues and ICT
- Operating ICT.

How to use the Student ICT Expectations

Teachers

The Student ICT Expectations enable teachers to plan for continuity of student learning. Based on what students can currently do, teachers can look back and forward, to identify and plan for future learning.

Teachers should plan to address the expected ICT learning by the relevant juncture.

It is also important for teachers to look back to what was expected at previous junctures as these expectations are not included in the expectations for later junctures.

The Student ICT Expectations are included within the C2C units where relevant to curriculum intent and it is expected that ICT can be used to assist teachers as they differentiate to suit the diverse needs of their students. The ICT examples provided within the C2C units and lessons demonstrate how ICT can be used to develop and consolidate understandings of curriculum concepts.

The Student ICT Expectations should be used within curriculum areas rather than within discrete ICT lessons. However, particularly in the two aspects of Operating ICT and Ethics, Issues and ICT, explicit teaching is required to develop specific knowledge, understanding and skills. In these situations there are specific C2C lessons or learning sequences within the lesson devoted to explicit teaching of an ICT skill or competency.

School administrators

The Student ICT Expectations inform whole-school planning and phase-level planning. School administrators can use the Student ICT Expectations to establish school-wide expectations about ICT in their curriculum and to consider implications for professional development and for resource allocation.

School clusters

When school clusters plan to support successful student transitions from primary to secondary schooling, the Student ICT Expectations are a useful reference to promote continuity in curriculum, management and organisational processes related to the use of ICT, particularly in situations where students are moving to or from a 1:1 ICT learning environment.
### Student ICT Expectations

Students explore, select and use ICT in the processes of inquiry and research across key learning areas. They identify an inquiry focus, plan, conduct and manage searches; and evaluate data and information gathered for relevance, credibility and accuracy. They reflect on and evaluate how ICT have assisted in meeting inquiry purposes and in developing new understandings.

<table>
<thead>
<tr>
<th>Use ICT in the processes of inquiry and research</th>
<th>By the end of Year 3 students:</th>
<th>By the end of Year 5 students:</th>
<th>By the end of Year 7 students:</th>
<th>By the end of Year 9 students:</th>
<th>By the end of Year 10 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• know that a search engine can be used to locate information on topics of interest</td>
<td>• conduct simple Internet searches for information and digital content</td>
<td>• select appropriate and efficient sources of digital information in response to identified needs, inquiries and research questions</td>
<td>• select appropriate and efficient sources of digital information in response to identified needs, inquiries and research questions</td>
<td>• conduct Internet searches and critically evaluate data, information and sources for usefulness, credibility, relevance, accuracy, currency and reliability</td>
<td>• use ICT to develop and implement project plans and processes for efficient information management such as note taking and summarising</td>
</tr>
<tr>
<td>• identify where information can be located from safe online resources</td>
<td>• select and use ICT appropriate to the inquiry including online and database formats</td>
<td>• understand that using ICT can enable a broader inquiry, enabling access to a wide variety of information, opinions and perspectives</td>
<td>• critically evaluate data, information and sources for usefulness, credibility, relevance, accuracy and reliability</td>
<td>• use online survey tools to locate data</td>
<td>• critically evaluate data, information and sources for usefulness, credibility, relevance, accuracy, currency and reliability</td>
</tr>
<tr>
<td>• suggest key words for class Internet searches</td>
<td>• apply useful keywords and phrases when searching for information online</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
<td>• efficiently search by identifying key words and concepts</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
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</tr>
<tr>
<td>• conduct simple Internet searches for information using a common search engine</td>
<td>• use digital concept mapping to organise ideas and information into main ideas and supporting details</td>
<td>• locate information relevant to an inquiry by conducting an effective search using selected ICT resources</td>
<td>• identify the inquiry focus of an investigation and match the appropriate digital information sources</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
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<tr>
<td>• navigate digital resources relevant to an inquiry</td>
<td>• identify the inquiry focus of an investigation and match the appropriate digital information sources</td>
<td>• locate information relevant to an inquiry by conducting an effective search using selected ICT resources</td>
<td>• efficiently search by identifying key words and concepts</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
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</tr>
<tr>
<td>• use learning objects and simulations in the inquiry process</td>
<td>• interpret and evaluate information from digital resources</td>
<td>• critically evaluate data, information and sources for usefulness, credibility, relevance, accuracy and reliability</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
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</tr>
<tr>
<td>• interpret and evaluate information from digital resources</td>
<td>• evaluate data and information gathered for usefulness, credibility, relevance and accuracy</td>
<td>• critically evaluate data, information and sources for usefulness, credibility, relevance, accuracy and reliability</td>
<td>• critically evaluate data, information and sources for usefulness, credibility, relevance, accuracy and reliability</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
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</tr>
<tr>
<td>• reference valid sources of information</td>
<td>• reference valid sources of information and acknowledge the work of others</td>
<td>• locate information to critique a proposition, test the merit of hypotheses, or judge the logic of an argument</td>
<td>• use ICT to develop and implement project plans and processes for efficient information management such as note taking and summarising</td>
<td>• use ICT to design investigations, formulate hypotheses, compile primary and secondary data, monitor, record and analyse data and draw conclusions</td>
<td>• use ICT to develop and implement project plans and processes for efficient information management such as note taking and summarising</td>
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### Reflect on the value of selected ICT in the inquiry process

<table>
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<th>By the end of Year 3 students:</th>
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<th>By the end of Year 10 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reflect on the benefits of ICT in meeting the inquiry purpose</td>
<td>• reflect on how ICT sources and tools have assisted their inquiry</td>
<td>• consider how ICT assist in developing new understandings</td>
<td>• reflect on how interactive online communities present a wide variety of information, opinions and perspectives</td>
<td>• compare and evaluate information sources relating to a research topic</td>
<td>• compare and evaluate information sources relating to a research topic</td>
</tr>
<tr>
<td>• consider how useful the information was to their purpose</td>
<td>• compare different ICT sources for credibility</td>
<td></td>
<td>• compare and evaluate information sources relating to a research topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Student ICT Expectations

Students experiment with, select and use ICT to creatively express ideas, represent information and generate products appropriate to particular audiences and purposes. They reflect on their use of ICT as creative tools.

<table>
<thead>
<tr>
<th>By the end of Year 3 students:</th>
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<th>By the end of Year 10 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use digital tools to create personal products and explore different ways to change and refine creations</td>
<td>• plan, create and refine digital products for specific purposes in a range of KLA-related contexts</td>
<td>• select appropriate devices and software to plan, create and refine digital products for specific purposes in a range of KLA-related contexts</td>
<td>• individually select and use a range of digital tools and software to plan, create and refine products for specific purposes</td>
<td>• use digital concept mapping and project management tools to plan complex multi-phase projects, to manage timelines, to represent and explain thinking, to document ideas and to organise tasks and resources</td>
</tr>
<tr>
<td>• produce representations of concepts, ideas and experiences using digital tools, including painting and drawing software</td>
<td>• combine their own text and/or images with imported materials to create products</td>
<td>• collect, combine and manipulate digital images, text and sounds when creating digital products</td>
<td>• digitally record and edit music for a specific audience and purpose</td>
<td>• use electronic organisers and online calendars to plan and develop schedules when creating products</td>
</tr>
<tr>
<td>• contribute ideas for a class digital product</td>
<td>• design and create a multimedia presentation combining text, animation, graphics and sound</td>
<td>• use graphic organisers and digital concept mapping tools when planning to create products</td>
<td>• use industry standard design software where appropriate to communicate designs for products, concepts and simulations</td>
<td>• design and create digital products for personal, class or community use, for example 3D objects, animations, games, music, artworks and media products</td>
</tr>
<tr>
<td></td>
<td>• create simple digital concept maps when planning to create products</td>
<td>• in the process of creating a product, use the specialised function of digital tools/software to solve design problems</td>
<td>• use animation software to present the dynamic interaction and movement of objects</td>
<td>• design and create interactive digital products (such as virtual worlds, suites of images, drawings, sound/media bytes, video and animation) that adhere to specific criteria and demonstrate the extent of their design knowledge and capability</td>
</tr>
<tr>
<td></td>
<td>• use ICT tools to repeat design elements to create patterns</td>
<td>• use digital tools to duplicate elements in creations</td>
<td>• use digital tools to duplicate, change and personalise products for a number of users</td>
<td>• design and create digital products for personal, class or community use, for example 3D objects, animations, games, music, artworks and media products</td>
</tr>
<tr>
<td></td>
<td>• demonstrate ownership of digital work by naming, sharing and discussing products and gathering feedback</td>
<td>• design and create an interactive website to share or present information</td>
<td>• use online communication tools to collaboratively plan, design and develop a product</td>
<td>• use online communication tools to collaborate with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use online communication tools to gather feedback to refine products</td>
<td>• recognise and acknowledge products created by others</td>
<td>• recognize and acknowledge products created by others</td>
</tr>
</tbody>
</table>
Student ICT Expectations

Students experiment with, select and use ICT across key learning areas to enhance communication and to collaborate in different contexts with identified audiences. They reflect on their use of ICT to communicate and identify ways to improve their effectiveness of communication with ICT.

Explore different digital media to communicate and collaborate

- know that ICT can be used to communicate meanings in different situations
- read and write simple email messages to a known audience
- participate in online events via the Learning Place e.g. Online Literature Festival
- participate in collaborative online projects e.g. book clubs, travel buddies
- interact with presentation software and understand its value in enhancing communication
- use images and sounds in presentations
- use word processing software to convey messages and meanings for specific audiences

Apply standards and conventions when using ICT to communicate

- correctly compose an email, including recipient address, subject, greeting and closing
- understand that editing tools in word processing are used to improve the quality of text for improved communication
- use word processing software to apply basic formatting conventions such as bold, italic, underline, font size and style for the intended audience and purpose
- use editing processes and tools such as spell check to improve the clarity of digital communications
- use correct conventions of the email genre when composing and sending messages
- know that digital texts can be edited to improve the effectiveness of communication
- determine and select appropriate communication devices for particular audience and purpose
- use editing features of software such as spelling and grammar tools to improve writing for publication
- use consistent text and image formatting and page designs in digital products

Reflect on their use of ICT and identify ways to improve their effectiveness of communication

- consider the purpose of email
- reflect on the purpose of combining sounds with images to enhance communication
- consider the benefits of participating in an online chat
- reflect on the editing process to improve effectiveness of communication
- consider the use of email when communicating with groups
- reflect on the choice of software used to communicate ideas
- justify the purpose for email communication
- reflect on their participation in a collaborative online project
- reflect on the use of online learning spaces to collaboratively complete projects and investigations

By the end of Year 3 students:
- know that ICT can be used to communicate meanings in different situations
- read and write simple email messages to a known audience
- participate in online events via the Learning Place e.g. Online Literature Festival
- participate in collaborative online projects e.g. book clubs, travel buddies
- interact with presentation software and understand its value in enhancing communication
- use images and sounds in presentations
- use word processing software to convey messages and meanings for specific audiences

By the end of Year 5 students:
- compose email to suit the purpose and audience and use electronic address list to communicate with groups
- use a range of online communication tools to share ideas and information
- participate in collaborative online projects with peers and online experts
- use digital concept mapping tools to present ideas and show relationships between main ideas and supporting details
- use spreadsheet software to present data and communicate findings
- use word processing, publishing and presentation software to convey messages and meanings for specific audiences through text and images

By the end of Year 7 students:
- send and receive email messages with relevant files attached to personal acquaintances
- collaborate online to solve problems, share ideas and communicate with people in different social and cultural contexts
- select and use a variety of digital media to improve communication by matching tools to purpose, social context and audience
- use digital devices to collect and share ideas and information
- understand the purpose and relevance of text messaging as a form of communication

By the end of Year 9 students:
- use email for ongoing communication with individuals and groups for specific tasks or inquiries
- use online environments to seek information, exchange ideas, formulate critical opinions and learn
- collaborate locally and globally, distribute information, participate in online challenges, influence public opinion and behaviour and create digital products
- select and use a variety of digital media to communicate ideas and present information

By the end of Year 10 students:
- use email and online communication tools to improve interpersonal associations within local, national and global communities
- use online collaborative environments to build an information community as a shared resource to seek information and knowledge, work with others and share
- use online learning environments to participate in online courses, blended courses and to access materials and services
- manipulate and use a range of online communication tools to develop knowledge
- incorporate online communication tools into real work situations

By the end of Year 10 students:
- know appropriate levels of personal information disclosure for specific online environments
- understand that communication conventions and protocols exist and differ in relation to the time and place of the communication and specific target audience
- present an appropriate identity when communicating in an online environment
- identify and consistently follow netiquette

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- use email and online communication tools to improve interpersonal associations within local, national and global communities
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- understand that communication conventions and protocols exist and differ in relation to the time and place of the communication and specific target audience
- present an appropriate identity when communicating in an online environment
- identify and consistently follow netiquette
### Student ICT Expectations

Students understand and consider the role and impact of ICT on society. They develop and apply ethical, safe and responsible practices when working with ICT in online and stand-alone environments.

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</tr>
</thead>
<tbody>
<tr>
<td>• understand safe and responsible ICT practices</td>
<td>• apply codes of practice that promote safety, responsibility and respect when working in online and stand alone ICT environments</td>
<td>• conform to intellectual property and copyright laws by acknowledging the ownership of digital information and developing an awareness of legislation surrounding digital theft and plagiarism</td>
<td>• adhere to codes of practice and apply strategies to conform to intellectual property and copyright laws including identifying and acknowledging the owner/creator of digital sources and citing references following agreed conventions</td>
<td>• adhere to codes of practice and apply strategies to conform to intellectual property and copyright laws including identifying and acknowledging the owner/creator of digital sources and citing references following agreed conventions</td>
</tr>
<tr>
<td>• are aware of ethical and unethical ICT communications including appropriate choice of language in emails</td>
<td>• identify and acknowledge the owner/creator of digital sources and cite online references consistently following agreed conventions</td>
<td>• use responsible and respectful ICT practices reflecting accepted values including sharing materials responsibly, and respecting self and others</td>
<td>• develop and maintain strategies for securing and protecting digital information</td>
<td>• understand ethical and unethical use of communication tools and social networking environments</td>
</tr>
<tr>
<td>• understand that the Internet can be a place for sharing material; and that it is not appropriate to copy large amounts of information</td>
<td>• use and maintain personal passwords for access to files and school network</td>
<td>• understand the difference between ethical and unethical use of specific communication tools</td>
<td>• share materials responsibly respecting self and others when working online</td>
<td>• use devices safely and ethically and share materials responsibly, respecting self and others</td>
</tr>
<tr>
<td>• recognise the significance of private passwords and use and maintain passwords for access to files and school network</td>
<td>• respect the privacy of others</td>
<td>• practice appropriate codes of conduct for ICT communications and consistently follow netiquette</td>
<td>• know appropriate levels of personal information disclosure for specific online environments including information within emails, blogs and project rooms</td>
<td>• describe appropriate levels of personal information disclosure for specific online environments</td>
</tr>
<tr>
<td>• relate stranger danger to online environments and understand why access to certain websites is restricted</td>
<td>• understand safety strategies including those relating to stranger danger in online environments</td>
<td>• understand appropriate levels of personal information disclosure for specific online environments, including managing online identity by using anonymous nicknames, avatars and private passwords appropriately</td>
<td>• understand how to manage risks involved with purchasing goods and services online</td>
<td>• formulate and maintain strategies for securing and protecting digital information</td>
</tr>
<tr>
<td>• show an understanding of netiquette by using positive social skills and considering others while online</td>
<td>• use positive social skills consistently in ICT environments</td>
<td>• communicate with others online with a password protected identity</td>
<td>• know that there are preventative strategies for addressing health and safety issues when using ICT</td>
<td>• devise and implement risk management strategies when engaging in commercial transactions in online environments</td>
</tr>
<tr>
<td>• understand the importance of correct posture while working at the computer</td>
<td>• consolidate understanding of netiquette, such as showing respect for others when communicating in online environments</td>
<td>• comply with school expectations and protocols when using ICT</td>
<td>• understand the difference between ethical and unethical use of specific communication tools</td>
<td>• follow environmentally and ergonomically sound work practices which ensure health and safety issues when using ICT</td>
</tr>
<tr>
<td>• comply with school expectations and protocols when using ICT</td>
<td>• comply with school expectations and protocols when using ICT</td>
<td></td>
<td>• practice appropriate codes of conduct for ICT communications and consistently follow netiquette</td>
<td>• follow environmentally and ergonomically sound work practices which ensure health and safety issues when using ICT</td>
</tr>
<tr>
<td>Reflect on how ICT are used in the community and identify ways they can impact people</td>
<td>Reflect on how ICT are used in the community and identify ways they can impact people</td>
<td>Reflect on the ethical issues associated with the use of materials available on the Internet</td>
<td>Reflect on the individual use of ICT to enhance personal safety and information security</td>
<td>Reflect on the ethical issues associated with the use of materials available on the Internet</td>
</tr>
<tr>
<td>• reflect on an individual use of ICT to ensure personal safety and information security</td>
<td>• reflect on experiences and evaluate practices in terms of being socially aware, safe, responsible and respectful</td>
<td>• articulate the importance of citing references and acknowledging the owners of digital sources</td>
<td>• reflect on the individual use of ICT to enhance personal safety and information security</td>
<td>• articulate the importance of sharing materials responsibly</td>
</tr>
</tbody>
</table>

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**Businesses:**

- Contribute to, and manage, successful digital transformation programs that drive business growth and competitive advantage.

**Professional:**

- Contribute to the use of ICT to enhance personal safety and information security.
## Student ICT Expectations

Students use a range of ICT devices, functions and applications across key learning areas to inquire, create, collaborate and communicate and to manage, store and retrieve information and data. They reflect on their operational skills and identify ways to improve effectiveness.

### By the end of Year 3 students:

- Locate keys on a keyboard and operate major keyboard functions.
- Log on to the school network using a keyboard and mouse.
- Log off and shut down a computer after use.
- Use and manipulate the mouse including ‘click and drag’.
- Identify and use correct terms to name visible system components such as keyboard, monitor, screen and mouse.
- Demonstrate awareness of correct posture, reach and need for comfortable vision.
- Safely handle DVDs/CDs and USB devices and insert them into the appropriate location.
- Connect and disconnect devices with care.
- Identify the function of some ICT devices such as a digital camera and printer.

### By the end of Year 5 students:

- Have keyboard proficiency.
- Independently log on and off the school network.
- Differentiate between hardware and software, distinguish between input, output and storage devices.
- Use a range of input, output and storage devices, understand how these devices work together and select the devices most suited to specific tasks.
- Use a digital camera to capture images.
- Use school printers to complete specific printing tasks, such as select network printer within the print dialogue box; select printing properties; load paper; change ink cartridge; check printer connection cable; connect printer to computer; and check printer properties.

### By the end of Year 7 students:

- Have keyboard proficiency including the use of shortcuts for copying, cutting and pasting.
- Independently use a range of input, output and storage devices for specific curriculum purposes.
- Transfer and process information from one ICT application and environment to another.
- Independently select and use appropriate devices for specific tasks.
- Use a scanner to create a digital file from a hard copy image.
- Use a digital camera, including changing image resolution and setting image effects.
- Use a digital video camera to create and edit recordings.
- Independently use school printers by making appropriate selections prior to printing, such as selecting the number of copies, page range and paper orientation.

### By the end of Year 9 students:

- Independently select and operate input, output, processing and storage devices for specific curriculum purposes.
- Understand the concept and functions of a network, e.g. using shared printers and saving to network drives.

### By the end of Year 10 students:

- Independently select and effectively operate a range of ICT devices for specific curriculum purposes.
- Collect and use data from hand held devices for real time data processing.
- Apply problem solving and troubleshooting progressions for the efficient operation of devices.

### Operating ICT efficiently and safely

- Use digital photograph and movie making software.
- Access Help features within programs when required.

### Navigate software and virtual environments

- Recognise and select features from options on a toolbar, including select, copy, paste, font, bullets and numbering.
- Understand the function of home pages, hyperlinks and navigation bars in websites.
- Follow hyperlinks to view web pages.
- Select and use navigation features in interactive stories, learning objects and teacher-selected websites.
- Engage with software for word processing, concept mapping, drawing and creating presentations.

### By the end of Year 3 students:

- Use and understand common choices within the file menu of different applications.
- Navigate virtual and software environments, including learning objects, games, websites and publishing software.
- Use editing features to improve drafts of writing, presentations, email and published products.
- Navigate spreadsheet software to explore, record and collate data, perform simple statistical calculations, construct simple tables and graphs, change values and observe results, format data and transfer to writing or publishing software.
- Use concept mapping software to represent related ideas and information diagrammatically.
- Use digital photograph and movie making software.
- Access Help features within programs when required.

### By the end of Year 7 students:

- Differentiate between software types and select appropriate programs to undertake specific curriculum tasks.
- Select and use navigation features within learning objects, software, simulations and websites.
- Use spreadsheet functions to create tables; record, sort, calculate and present data; identify trends; and to perform simple mathematical operations.
- Use concept mapping software to plan projects, record ideas and organise main ideas and supporting details and to present research findings.
- Use formatting, editing and layout options in word processing software to manipulate content appropriate to text type.

### By the end of Year 10 students:

- Independently select and use navigation features within learning objects, software programs and websites.
- Use spreadsheets to collate and manipulate data and create graphs from multiple sets of data.
- Use the features of presentation, word processing and publishing software to automate processes to increase efficiency including using templates, headers, footers and page setup.

### Operating ICT efficiently and safely

- Use learning objects, games and simulations to consolidate conceptual understanding.
- Use advanced features of spreadsheets to record, sort, calculate and retrieve data, establish data trends, produce data reports and present results.
- Use advanced features of word processing, presentation and publishing software to automate processes within and across documents and products.
- Insert or merge data between software programs.
- Effectively integrate advanced editing features of photo/image editing programs.
- Use industry standard software particular to each subject area.
### Student ICT Expectations

Students use a range of ICT devices, functions and applications across key learning areas to inquire, create, collaborate and communicate and to manage, store and retrieve information and data. They reflect on their operational skills and identify ways to improve effectiveness. (continued)

<table>
<thead>
<tr>
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<th><strong>By the end of Year 10 students:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify places and devices for storing data</td>
<td>Organise and digitally store information, images, sound files and references to information sources for later retrieval and use</td>
<td>Manage and transfer data between school and home electronic environments</td>
<td>Use logical naming conventions to save digital files, routinely backup files and protect personal information from unauthorised use</td>
<td>Maintain digital files in a clear, logical structure demonstrating understanding of file size, type and naming conventions</td>
</tr>
<tr>
<td>Save digital work regularly while working</td>
<td>Use filing systems to store and retrieve data including the use of electronic folders and files and meaningful file and folder names</td>
<td>Organise electronic folders and files in a clear, logical structure enabling the efficient retrieval and saving of files</td>
<td>Transfer and process information from one ICT application and environment to another, improving or supporting information flows</td>
<td>Transfer and process information from one ICT application and environment to another, improving or supporting information flows</td>
</tr>
<tr>
<td>Use ‘Save’ and ‘Save As’ intentionally</td>
<td>Retrieve information from a database such as a library catalogue</td>
<td>Recognise different file types</td>
<td>Use databases to organise, store and retrieve data</td>
<td>Use databases to organise, store and retrieve data</td>
</tr>
<tr>
<td>Save and retrieve files to and from specific locations</td>
<td>Retrieve and open appropriate files from specific locations such as a network, shared and personal folders and storage devices</td>
<td>Know limitations of file size for email attachments</td>
<td>Identify the function of a file type by its extension</td>
<td>Understand why, when and how to compress files</td>
</tr>
<tr>
<td>Understand that data can be transferred between devices</td>
<td>Use usernames and passwords to access files stored on a network</td>
<td>Know the memory capacity of storage devices</td>
<td>Understand how to compress and decompress files</td>
<td>Use documents in other formats to reduce incompatibility issues</td>
</tr>
<tr>
<td>Create, name and rename folders</td>
<td>Consistently use backup procedures and know the difference between ‘Save’ and ‘Save As’</td>
<td>Implement a set of backup procedures for personal data</td>
<td>Use logical naming conventions to save digital files, routinely backup files and protect personal information from unauthorised use</td>
<td>Use electronic organisers and online calendars to plan and develop schedules</td>
</tr>
</tbody>
</table>

### Reflect on operating ICT

- Describe the importance of logging off the computer
- Discuss the need to save while working
- Describe known keyboard functions
- Contribute possible solutions for solving common computer problems

- Articulate the advantages of organising files efficiently
- Reflect on the choice of software to complete a specific task
- Share knowledge to correct a problem encountered while operating an ICT device

- Reflect on how ICT devices can be used to complete a task more effectively
- Justify the choice of using a particular ICT device
- Describe the importance of using meaningful file names

- Recognise the need to compress files
- Articulate the advantages of good file management
- Identify ways to improve the efficiency and effectiveness of their ICT practices

- Justify the purpose of merging data between programs, such as when creating mash-ups or form letters
- Reflect on the efficient management, storing and retrieval of data

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