Spotlight

Secondary Schools

In this document, we are proud to feature inspiring eSmart journeys from Secondary Schools listed below

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1. Brentwood Secondary College

Located in Melbourne's south-east, Brentwood Secondary College is one of the many Victorian schools that are participating in the eSmart Schools Framework. Since implementing the Framework in February last year, the school's eSmart Coordinator Peter Rhodes has worked together with his school community to become smart, safe and responsible users of technology, and in turn, has helped the school successfully achieve eSmart status.

"We decided to implement the eSmart Schools Framework after reading a Monash University study on student use of technology", Peter said. "From the study we learnt there are growing risks surrounding the use of technology, particularly that of cyberbullying.

"We want our students, teachers and school community to be responsible digital citizens and aware of their digital footprint", he added.

Before beginning the eSmart Schools journey, students at Brentwood Secondary College worked under a digital technologies policy, and also had the option to complete an anonymous bullying survey to report any incidences they had been involved in. Now in the Implementing phase of their journey, Peter and his colleagues have introduced a wider range of additional cybersafety processes, whilst complimenting those that were already in place.

"As well as the bullying survey, we now have a bullying audit process, whereby we regularly read through the any surveys that have been submitted and make sure we are responding to each one", Peter said. "We have also held numerous information nights and presentations for parents, including an Australian Communications and Media Authority (ACMA) presentation for all junior students and their parents. The ICT teachers use the eSmart Schools resources to teach all year seven students why it is so important to be digitally responsible, specifically referring to social media", he added.

Domain 5: An eSmart Curriculum, proved a challenge for Peter and his colleagues when trying to find time to implement specific cybersafety lessons into the senior classes, however they overcame this challenge.

"Due to time pressures from other faculties, we have incorporated cybersafety lessons into regular year level assemblies and special programs, such as the year 10 Personal Enrichment Program day. This gives our senior students the chance to work within the eSmart Framework without interfering with their other classes, and gives the teachers a chance to work through the domains with ease," Peter added.

We look forward to following Peter and the teachers and students at Brentwood Secondary College on their journey to sustain the smart, safe and responsible use of technology.

2. Corpus Christi College

Students and teachers at Corpus Christi College, a Catholic co-educational secondary school, can proudly say they are the first school in Western Australia to achieve eSmart status. After initially struggling to address all aspects of the eSmart Schools Framework at once, teachers re-assessed their progress at the end of 2012 to determine the key improvement areas on which to focus first.

The result has seen a noticeable difference in students' understanding of the importance of being smart, safe and responsible users of technology and demonstrated the school's seriousness when addressing student welfare. Since then staff, with hands-on support from the school community, have implemented a range of innovative policies and procedures, all of which have contributed to them achieving this wonderful milestone.

Upon reassessing the school's progress last year, deputy principal Ian Hagen realised more involvement from the wider school community was needed to reach the next phase of their eSmart Schools journey.

"At this point in time we formed our eSmart committee, made up of students, parents and teachers," Ian said.

"It was very beneficial getting more parents involved in the committee as it gave them the opportunity to contribute to a range of revised policies and procedures concerning the wellbeing of our students.

"Once we had more involvement, enthusiasm began to build across the whole school."

Ian and his colleagues worked exceptionally hard during this time to establish an honest and open line of communication between parents, teachers and students. One key element that supported this was the introduction of Corpus Concerns, an intranet platform specially designed to promote the reporting of incidents and students concerns.

"Students now have the opportunity to address any wellbeing concerns they may have, such as cyberbullying, via Corpus Concerns, with absolute ease and in the privacy of their own home," Ian said.

Since the introduction of Corpus Concerns, Ian and his colleagues have been able to effectively and professionally deal with wellbeing concerns and include the parents of students involved. Moving forward into the sustaining phase of the system, Ian explains maintaining the involvement of parents will be an ongoing focus.

"At yearly forums with an IT focus and various school information nights, we will strive to project what we have learnt and achieved from eSmart Schools to the parents in our school community," Ian said.

"This is a great strategy to remind parents they have the right to play the role of the responsible adult when it comes to technology. For example, they can ask their child to turn their smartphone off and place it in another room overnight, or monitor their internet usage."

While the students at Corpus Christi College are leaders in the positive culture change and 'eSmart' is becoming part of the school vocabulary, Ian admits there is still work to be done.

"I'm so proud of how far we have all come in this journey," Ian said.

"Here at Corpus Christi, we are proactive in protecting the student's wellbeing while playing the role of innovative users of technology.

"Our school community wears eSmart status as a badge of honour – and will continue to do so as we progress into the sustaining phase."

All staff and students at Corpus Christi College pride themselves on being cybersafety educational leaders in Western Australia and they look forward to sustaining the skills and knowledge they are learning from eSmart Schools.

Picture: eSmart Schools Program Coordinator Brent Hedley with students from Corpus Christi College.

3. Melbourne High School

Students and teachers at Melbourne High School, one of Victoria's six selective entry schools, have demonstrated passion and enthusiasm for the eSmart Schools Framework - achieving eSmart status in less than 12 months since beginning their journey.

The school's eSmart Coordinator, Peter Wood, has driven the Framework implementation since registering the school in February 2012. Already aware of the importance of cybersafety, Peter decided it was time to take the next step in teaching students about the smart, safe and responsible use of technology.

"When I initially read through the eSmart Schools Framework, I realised that our school was already implementing much of it," Peter noted.

"After discussing the Framework with my colleagues, we decided we could certainly take our cybersafety awareness to the next level.

"My passion for adolescent mental health issues was also a key factor when deciding to implement eSmart Schools, as the domains in the Framework have a very strong link to these issues."

A variety of processes have been undertaken since implementing eSmart Schools, all driven by the school's eSmart Committee, including an online bullying report form, twice yearly surveys on student internet use, parent information sessions and student presentations.

"The committee began with two teachers and seven very keen year 11 students," Peter said.

"Before we knew it, more teachers became involved and the students had divided up the domains and sub-domains between themselves, depending on their interest and expertise on the topic.

"From this point, a natural leadership group had formed and I truly believe the students in this committee felt valued to be part of such a group.

"The committee created their own business cards, cyberbullying and bullying posters, and impressively re-wrote the Acceptable Use Policy (AUP) to include the use of mobile devices, iBooks and iPads."

Peter and the teachers at Melbourne High School have noticed the online bullying form has been particularly successful among students.

"Students used to loath reporting on bullying issues as they were required to talk to a teacher.

"Now with the introduction of the online bullying form, students can do the reporting in the privacy of their own home, and even upload attachments that may have been a factor in their negative experience."

After successfully working through Domains 1 to 6.2, it was Domain 6.3 Community links that proved a challenge for Peter and the eSmart committee.

"As Melbourne High School is a selective entry school, we found it hard to determine who our local community was," Peter said
"Recognising this challenge, we contacted Melbourne Girls College and MacRobertson Girls High School and in turn, have worked with them as our local community.

"We have participated in a variety of activities including meetings, online seminars and Facebook groups."

Now the students and teachers at Melbourne High School have achieved eSmart status, Peter explains that this is not, however, the end of their cybersafety journey.

"We hope to continue to improve the preparedness of students to report incidents of bullying and adapt ourselves to any activities run by the Department of Education and Early Childhood Development (DEECD)," Peter said.

"We even hope to create an application for all mobile devices that will incorporate not only information on our school, but also our expectations when it comes to the smart, safe and responsible use of technology."

Congratulations to Peter and the rest of the Melbourne High School community on their achievements.

4. Mornington Secondary College

Mornington Secondary College, located in Melbourne's south-east, is one of 38 schools across Australia to have successfully achieved eSmart status. Since beginning their journey in 2009, the school's eSmart Coordinator Jenny Mason has watched the students, teachers and school community learn and practice the smart, safe and responsible use of technology. Now in the implementing phase, Jenny reflects back to day one of her school community's eSmart Schools journey.

"Before implementing eSmart Schools, the staff and I recognised the issues of cyberbullying and the irresponsible use of technology were not to be ignored," Jenny said.

"Upon implementation in 2009 we immediately saw how our college values, processes and practices closely aligned with eSmart, yet we still needed to apply a more structured and proactive approach to cybersafety."

After Jenny and her colleagues nominated a selected group of staff to form the eSmart committee, they started to work through each domain and soon enough, enthusiasm and participation from the whole school community had flourished.

"As we progressed through eSmart Schools, we had a handful of teachers, students and parents who wanted to become more involved.

"These eSmart enthusiasts became the new eSmart Committee, who contributed to the development and implementation of a variety of whole-school cybersafety processes and wellbeing practices.

"This was a very proud stage of our journey, as we had moved from cybersafety focus sessions with small groups of students to regular cybersafety presentations across all year levels, a compulsory online bullying survey to be completed each semester and the implementation of cybersafety into the curriculum at selected year levels.

"We also feel we have thrived when it comes to involving parents in our cybersafety activities. "We conduct a cybersafety presentation for parents of students coming into year seven, prior to picking up their laptop computers.

"This ensures all parents are well aware of the processes and policies we have in place for the use of laptops. "We also include an eSmart information spot in our regular school newsletter to keep parents updated on our progress.

"The whole Mornington Secondary College community has come so far in the last four years, and we hope to sustain our safe and responsible cyberspace for our digital citizens."

5. Bentleigh Secondary College

Bentleigh Secondary College is one of the many schools in Victoria that is on its way to becoming eSmart. The school's eSmart Coordinator and Head of Wellbeing, Wayne Davis, recently shared with us how the students and teachers are practicing smart, safe and responsible use of technology.

Since deciding to implement the eSmart Schools Framework in late-2010, Wayne and his colleagues have worked together with the students to implement various activities and practices, to help them progress through the eSmart Schools Framework.

"The students came up with the idea to create the *Student Voice* website, an internal website that models positive online behaviour and is run by students, for students," Wayne said.

"The great thing about the *Student Voice* website is it gives the students a chance to have some responsibility and feel part of the online community without the negative or risky behaviours.

"The students use their knowledge and skills learnt from the eSmart Schools Framework to regularly monitor and update the website in a smart, safe and responsible way." Wayne added.

The students have also written articles for the school newsletter and engaged in a cybersafety presentation, run by cybersafety advisor Susan MacLean. However Wayne explains the students are not the only ones showing enthusiasm for the eSmart Schools Framework.

"Teachers are also getting very involved within the Framework, which is great to see," Wayne said.

"We have now formed our eSmart Committee, scheduled regular meeting times, organised eSmart training for new staff members and held a parent information evening to explain what eSmart Schools is all about.

"Domain 5.1; *Explicit teaching of rights and responsibilities, awareness of bullying and social and emotional skills,* has worked particularly well with the year nine students who participate in a program called *Choices*.

"As part of this program, the students learn about a range of issues that confront young people, and are given guidelines on how to act appropriately and use pro-social strategies to combat these issues.

"These issues include cyberbullying and online safety, particularly within social networking sites such as Facebook," Wayne added.

These activities and processes have coincided nicely with the practices Bentleigh Secondary College already had in place.

"Before implementing the eSmart Schools Framework we used a Network User Agreement, where all students included their own clauses, outlining what they think is acceptable use of social media and appropriate online behaviour," Wayne said.

"We also ran a few parent information sessions with guest speakers, including Adolescent Psychologist and member of the National Centre Against Bullying, Dr Michael Carr-Gregg.

"The teachers also attended various cybersafety lessons so we could keep up to date with the developments of how students are using social networking sites, mobile phones and the internet," Wayne added.

Wayne and his colleagues believe that the eSmart Schools Framework is providing valuable guidance and support for the students at a time where the use of the internet, smartphones and social networking sites are also on the rise.

"It's important to consistently respond to the needs of the students and their online safety, particularly with the pervasive use of social media," Wayne said.

"The eSmart Schools Framework has been, and will continue to be, a great tool for this.

"It gives teachers the skills to use the online world as a powerful learning tool in a positive and respectful way.

"As we continue our journey to becoming an eSmart school, we hope to build stronger relationships with the students and their parents by encouraging positive online behaviours at school and at home, and break down the feeling of anonymity that some students feel online," Wayne said.

We look forward to seeing more innovative eSmart practices at Bentleigh Secondary College and thank Wayne Davis and his colleagues for sharing their fantastic journey so far.

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6. Caringbah High School

Students and teachers at Caringbah High School in southern Sydney began their eSmart Schools journey in 2011 and are now working through the Framework's implementation stage.

With more than 900 students, there is a strong focus on highly integrated wellbeing initiatives that aim to establish shared understandings about bullying, cybersafety and personal responsibility.

Deputy Principal, Maria Iemma, explains why she was interested in registering Caringbah High School to participate in the eSmart Schools Framework.

"Students don't take much notice of one-off presentations and programs that are isolated from the rest of the curriculum so I was immediately drawn to the eSmart Schools 'whole-school approach'," Maria said.

In addition, Maria recognised the school needed to be well prepared with appropriate structures, policies and documents in case of future wellbeing incidents that could occur between students online or face-to-face.

The school's wellbeing program, 'Our Responsibility', is underpinned by the positive psychology theory. The program is designed to cultivate empathy and a sense of ownership throughout all the school's structures, including pastoral care, curriculum, staff learning, parent collaboration and interactions with the wider school community.

"eSmart Schools' holistic approach complements this existing program," Maria said.

"Wider cybersafety education also operates under the umbrella of positive psychology and individual responsibility.

"Before students access online websites such as Edmodo, they participate in a cybersafety program that teaches them how to confidently navigate the online realm, including how to be responsible digital citizens and filter information effectively."

One of the key wellbeing initiatives at Caringbah High School is its bystander reporting system.

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"This system aims to reduce bullying, identify students in need of assistance and build empathy and trust," Maria said.

"We are planning to capitalise on the success of this system by integrating more peer-to-peer and cross-age mentoring opportunities in the near future.

"We also promote a shared lexicon for wellbeing issues so that students, staff and parents all use the same language.

"This is to assist with understandings, developing emotional intelligence, making wellbeing a high priority and extending our cybersafety efforts, which include the use of cybersafety signage
around the school.

"We also have television monitors set up around the school which scroll anti-bullying messages throughout the day."

The school's teachers were recently asked to preview and report on a confronting new American documentary on the subject of bullying. Watching Bully, students and their teachers gave valuable feedback on the film and outlined strategies they use to manage and handle bullying.

The staff and students at Caringbah High School are looking forward to continuing their progress through the eSmart Schools Framework.

Picture: The televisions around the school which display antibullying messages.

7. Cheltenham Secondary College

Students from Cheltenham Secondary College in Melbourne are now engaging in a variety of cybersafety activities and processes as they work with teachers to implement eSmart Schools.

"As part of our journey, we have introduced the Digital Renegades program for the year seven students," eSmart Coordinator Brooke Matthews said.

"The Digital Renegades program comprises more than 30 year seven students who meet on a weekly basis to discuss various cybersafety issues, which include the students supervising the year seven computer labs.

"It also allows students to develop their ICT skills.

"The program assists teachers to monitor the cybersafety procedures we have in place at Cheltenham Secondary College," Brooke added.

In addition to the Digital Renegades program, students and teachers from Cheltenham Secondary College have held cybersafety information sessions for parents, installed anti-bullying and cybersafety messages on all school computers and are planning to introduce a new cybersafety subject into the year seven curriculum in 2013.

Prior to implementing the eSmart Schools Framework at Cheltenham Secondary College, teachers and students already had activities and processes in place that formed a foundation for cybersafety knowledge. Since beginning to implement the Framework they have built on this foundation to initiate positive online behaviour change.

"There was a cybersafety component in the health classes and we had local police come to the school and talk to the year eight students about being safe online," Brooke said.

"We also had posters around the school promoting cybersafety and an anonymous online reporting system that students could use if they were being bullied," she added.

The teachers at Cheltenham Secondary College now take a more consistent approach when handling cybersafety and bullying issues since beginning the eSmart Schools journey, which was one of the things they were aiming to achieve when they started.

"Staff now have firmer guidelines in place and an updated reporting structure on how to handle cybersafety issues," Brooke said.

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"We have created a specific online portal for teachers to use when they want to report any issues regarding technology, cybersafety and cyberbullying.

"We wanted a consistent approach to dealing with cybersafety issues and eSmart provided us with a supported framework to assist in this process," Brooke added.

All this hard work has almost paid off, as the teachers and students are only one more domain from achieving 'eSmart' status and taking a whole-school approach to managing cybersafety.

Picture: Members of the Digital Renegades in action.

8. Christmas Island District High School

You may remember we featured Christmas Island District High School in our eSmart eNewsletter on 7 September 2011 to showcase how teachers and students from a remote school were benefiting from becoming eSmart.

In this edition we congratulate the school for successfully completing the planning phase. The school's eSmart coordinator, Matthew Gallen, shares some of the main highlights.

"The planning phase was helpful for us to identify areas that we were already doing well and those that we were not covering as effectively as we might have been," Matthew said.

"It was a thorough process and required some effort on behalf of the team to make sure we were fully prepared to work through the implementation phase.

"As a district high school, we have students from kindergarten to Year 12, and not all teachers get the opportunity to work with all of the students.

"Working through the planning phase gave all of us a chance to understand what was happening across the whole school.

"Our e-learning committee has expanded substantially this year, both in response to the increased workload that the committee has and the increased level of interest among staff.

"We are completely re-writing our year one to 10 e-learning scope and sequence, and a major part of this has been including cybersmart messages at each year level.

"One of our actions from the planning phase was to invite our student council to conduct bullying surveys. The surveys will be anonymous and the student council will collect the data, analyse it and then feed it back to the students for their consideration."

9. Geelong High School

Students and teachers from Geelong High School in Melbourne's south west began their eSmart journey in May 2012. In this short amount of time they have prioritised student involvement and leadership to help develop what eSmart looks like in their school.

Student involvement began with the introduction of the PC Ambassador Program, an initiative developed by students to help other students and teachers learn fundamental ICT leadership skills.

"The PC Ambassadors (pictured) act as middle people between staff and students. Approximately 50 students from years seven to 12 conduct the program, volunteering in their lunch and recess breaks on a rotating roster to improve other students' ICT skills," eSmart Coordinator Kelly Veenstra explained. "The PC Ambassadors have three roles to promote whole-school cybersafety awareness, including ICT technical assistants, eBuddy mentors for junior students and eSmart ambassadors," Kelly added.

eBuddy mentors teach junior students basic ICT skills as well as cybersafety awareness.

"To become an eBuddy mentor, students complete a comprehensive program that consists of learning basic communication and listening skills, and also includes cybersafety awareness components," Kelly said.

While eBuddies focuses on mentoring junior students, the PC Ambassadors take a whole-school approach when promoting cybersafety practices. They do this by creating presentations, informational posters and videos, and holding fundraisers. The ICT technical assistants help teachers with ICT troubleshooting.

Next year, teachers, parents and students want to form a student-only eSmart committee to further communicate the importance of cybersafety throughout the school. "The student eSmart committee will become an integral component to help our whole school continue to move positively forward with digital technologies," Kelly said.

Teachers believe the implementation of eSmart and the introduction of the PC Ambassadors is having a positive impact on the student culture at Geelong High School.

"Many students, who would not necessarily apply to be a member of the student representative council, see the PC Ambassadors as an avenue to show leadership and assist in important decision making," Kelly said.

"They have also developed a strong voice in promoting the school's 'report bullying' button that is available 24 hours a day on their school's website."It has been exciting to work with a group of students who volunteer their time to work in a cyber-mentor capacity. I find it extremely encouraging that their attitudes continue to remain positive as they promote a cybersafe environment."
  The teachers believe the PC Ambassadors, eBuddies and the student eSmart committee will enhance the future of student wellbeing and cybersafety awareness at the school.

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10. MacKillop College

Teachers from MacKillop College in Werribee, Victoria, recently told us of the innovative ways they are using the eSmart Schools framework, and we wanted to share this with you.

One of the stand-out achievements is the strong eLearning community the teachers at MacKillop College have formed and this has further been developed since their eSmart Schools journey began in 2011.

Their commitment to eLearning and becoming an eSmart School has equipped them with the appropriate tools they need in order to introduce digital technology to students in a safe and positive way.

The teachers' commitments have been reflected in their participation in a variety of eLearning development sessions. These include eLearning snapshot meetings on Mondays after school; internal and external online tutorials; internal presentations, including Cybersafety and Social Media, presented by the Australian Communication and Media Authority; and ThinkUKnow, by the Australian Federal Police.

To further show their commitment toward eLearning and eSmart Schools, teachers and students are constantly finding new ways to encourage smart, safe and responsible uses of technology. Most recently, they have been involved in numerous presentations and information sessions to help promote these messages across the school community.

In term one, the parents of year seven students attended an information evening entitled Facebook: Friend or Foe. Throughout the evening, parents were given the opportunity to explore the benefits of the popular social media platform, and how to overcome various challenges they may encounter when Facebook is being used in their homes.
eSmart Schools coordinator Nives Tudorovic was very pleased with the outcome.

"The school received a tremendous amount of positive feedback from this session, we will definitely run similar sessions in the future" Nives said.

In addition, the year seven students were given the opportunity to attend a cyberbullying presentation, to explore the ways in which people deal with and prevent cyberbullying in their lives. Year seven students Darcy and Bradley were among the audience.

"Brainstorm Productions presented a play called The Hurting Game, which was very entertaining and gave us an understanding of how digital technology affects the lives of students" Darcy and Bradley said.

"It was an amazing experience and a fun way to learn about cyberbullying" they added.

Students at MacKillop College have also participated in safe gaming initiative and a digital literacy program. Year seven student Brenton thoroughly enjoyed both programs.

"It was an enjoyable and valuable learning experience" Brenton said.

"Learning experiences like these are hard to come by so it was very good" he added.

Another year seven student, Abigail, agreed.

"The year seven students had a great time learning about the positives and some negatives of the internet" Abigail said.

Thank you to the staff and students from MacKillop College for sharing your experiences with us, we look forward to hearing more from you soon.

Kart Mondays

This project was developed to provide students with a safe, non-threatening environment to game at lunchtimes.

Students have been clamoring to take part in this new lunchtime initiative which pits students against teachers as well as promoting team goals. It also teaches students

- appropriate online networking
- netiquette
- cross age interaction
- teamwork

A strong indicator of the success of this project has been the increased level of student engagement with students creating a real buzz about the program – for some it is the highlight of their week. Other benefits include heightened levels of teamwork and peer mentoring.

For more information,
visit http://www.mackillopwerribeeblog.com.au/2012/03/26/mario-kart-mondays-a-hit-with-students/

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11.   Sylvania High School

At Sylvania High School, New South Wales, Head Teacher Welfare, Vanessa Turansky, said the school is implementing a 'Digital Citizenship Program' - targeting specific cybersafety areas to meet the needs of their Year 7 to 12 students.

"eSmart plays a pivotal role in this program to ensure our school takes a holistic approach, encompassing the whole school community, to the smart, safe and responsible use of technologies," Vanessa said.

"One of the activities we implemented uses the Australian Communications and Media Authority (ACMA) DVD, 'Let's Fight It Together', which focuses on the effects of cyberbullying and how to proactively empower students to be ethical bystanders and prevent bullying."

"At our school, this program is implemented via the 'Cross Age Mentoring Workshop', where trained senior students lead structured workshops with our new Year 7 groups. Senior students are skilled up by participating in the workshop, which is first led by staff and then self-nominated students, who become mentors to lead junior workshop groups," Vanessa said.

This is how the workshop is conducted:
1. Acknowledge the importance of technology and how we use it to improve our lives.
2. Introduce the topic, 'What is cyber bullying?' Explain how at times this technology can be misused and cause harm to others.
3. View the ACMA DVD.
4. Break into small workshop groups led by senior students and participate in character study groups, where students investigate the role of bully, victim and bystanders.
5. Small groups provide feedback to the group.

"This workshop provides all required lesson plans to implement this program. Students engage positively with the program and parents/guardians who view the program on orientation day are pleased it is being used with their children," Vanessa said.

Teachers have found the workshop to have the following benefits:
- It is an effective resource that encourages students to understand and sympathise with the negative effects of cyberbullying
- It empowers students with the knowledge and skills to be ethical and active bystanders who report incidents of cyberbullying to a trusted adult.
- Encourages positive relationships between junior and senior students.

"To further support this initiative, our school has uploaded ACMA's 'Cybersafety Help Button' on all computers, as this allows students to have access to expert advice and support regarding cyberbullying," Vanessa said.

12.   Toorak College

Toorak College, a private school in Melbourne, participated in the eSmart national pilot in 2010. The school has now completed the planning phase and is making great progress through the implementation phase.

eSmart Coordinator and Head of Information Services, Jenny Luca, told us about many of the school's innovations in technology integration and digital literacy, and said the eSmart Framework helps to embed these practices in the school's curriculum and wellbeing program.

Jenny said a focus on the development of a 'Networked School Community' was being used as the platform for the school's ongoing modelling of responsible digital citizenship. Teachers, staff and students use the online Edublogs platform to create 'learning e-portfolios', a process which supports the attainment of 'information fluency certificates'.

This shared learning has resulted in some wonderful ongoing conversations about technology between staff and students, with many examples of 'reverse mentoring' occurring - where students guide their teachers through some of the opportunities and pitfalls of technology.

Jenny said the timetabled IT classes are productive sessions in digital literacy.

"The students are always keen to share their concerns and ideas about social networking in particular," Jenny said.

Toorak College also holds presentations for parents, explaining the benefits and pitfalls of social media, while also offering parents the chance to interact with staff and ask questions. Jenny said these presentations were especially useful for parents as the school has a laptop program, with the students owning their devices and using them at home and school.

As a school enrolled in eSmart, the teachers find the eSmart eNewsletter and case studies particularly valuable resources, especially as they give insights into what other schools are doing and how they are progressing through the domains. Jenny described the 'how' as being the most important.

We look forward to hearing more from Jenny in the near future, as the teachers, staff and students at Toorak College continue to progress well through the Framework.

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13.   Taroona High School

Congratulations to Taroona High School students for their smart, safe and responsible use of Facebook to raise awareness and funds for Deforest Action, a global project which aims to stop the deforestation of endangered rainforest in Borneo.

Millions of students from around the world are participating in the project to protect the natural orang-utan habitat and create the world's largest and most technology-rich orang-utan sanctuary on earth.

Taroona High School was one of more than 150 schools around Australia that participated in the eSmart pilot program in 2010. Five year eight students showcased how social networking tools can help spread their important messages about deforestation, palm oil and the plight of orang-utans in Borneo. Via a Facebook page for their campaign-mascot Orrie Anotan, who is a stuffed toy orang-utan living in Melbourne, the campaign grew quickly and Orrie now has almost 2,000 Facebook 'friends' from around the world.

Orrie has participated in web conferences, and photos from his campaign (he has been sighted with several politicians) can all be found on his Facebook page. By using Facebook to post articles and highlight activities and answer questions, the school has raised significant awareness of the project.

The teachers involved also experienced a valuable learning curve, as it was essential to come to terms with the finer details of Facebook safety and understanding account settings. Two staff professional learning sessions on Facebook management have also been held.

The students and teachers should be very proud of this successful campaign. What a great example of how you can embrace Facebook as a learning tool. Well done everyone involved.