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growth through learning

EQUIPPING STUDENTS FOR LIFE AT PORTSIDE CHRISTIAN COLLEGE

Portside Christian College is committed to equipping students for life. The Adelaide school enjoys a reputation as a highly regarded, co-educational, inter-denominational college. It caters for more than 600 students, with classes ranging from Early Learning to Year 12.

At the heart of its vision for a digital future, the school states, "Portside students and teachers confidently, safely, and nimbly use digital technology to deepen their understanding of the world and themselves."

Recently the school adopted a new strategic approach to its information and communication technology.

Paul Connelly, Head of eLearning, tells the story.

SETTING THE SCENE

When I was employed as Head of eLearning I was given a clear brief: to develop a strategic vision for Portside as a digital school and implement it.

Sounds straight forward, but until then the College had an ad hoc approach to technology. A years seven to 12 one-to-one laptop scheme was in place, which was working, but there were some gaping holes to fill. The most obvious being that primary students had little access to technology. We also wanted students to be nimble with digital technology, because we can't predict the predominate operating system or platform in the future.

Our school's print environment at this time was also made up of clunky systems and we had a myriad of devices scattered across the school. The previous ITC Manger spent an enormous amount of time doing a lot of small, trivial tasks, instead of being able to focus on the real IT needs of the school.

We'd also see a lot of wastage where people would print, but find their documents had been picked up by someone else or thrown away before they were collected. And of course, there was the issue of security with sensitive documents constantly at risk if staff members didn't get to the printer fast enough.

WHAT WE DID

Having evaluated the digital technologies available and identified appropriate devices for each age group, we implemented a 'four-device mix'. Years one to three have iPads, years four to six Chromebooks, years seven to nine Windows laptops, and years ten to 12 had a BYOD option.

We then turned our attention to the print environment. After understanding our needs, Canon worked with us to implement a new centralised solution with devices that offered uniFLOW 'follow me' print and reporting. It has revolutionised printing at the college. Now staff and students can initiate print jobs from any device and it's only released when they go to the most convenient printer and swipe their card.

We have also become a 'G Suite for Education' school – this is an integrated communication and collaboration solution which involves uploading our operations to the Google Cloud. Through Canon's technology, we can

hook into Cloud print, which enables users to shoot print jobs through to our printing server via Google print. This is particularly useful for iPads that don't have regular printing drivers.

WHAT WE ACHIEVED

The new print environment has delivered two main benefits in how we operate: connectivity to the Cloud and accountability, which helped reduce unregulated printing considerably.

Now, when students log on to computers and impatiently press print 20 times, saying 'it's not printing!', the system 'provides a bit of capture'. The user then swipes their card, sees 20 jobs lined up, realises, and deletes 19 of them. Staff can now also use the scan-to-self function to receive documents electronically instead of finding themselves drowning in paper. All this has drastically reduced the amount of wasted time and resources in our school.

Now at last we have a real understanding of costs and our overall print usage thanks to uniFLOW reporting. We can easily run reports for specific devices across any user level for students and staff – which could be daily, weekly, monthly or whenever we want. This has been a massive help with our year to year budgeting. Also, if there's excessive printing or copying in certain departments, then it can be passed on to Management and Finance. This helps us form more strategic decisions and contributes towards our costs savings.

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Another big improvement has been the processes and automation. Now, rare machine faults are automatically reported to Canon, so they just come when needed. It means I can better manage my time and am free to focus on other things, because Canon is handling all those minor things. The whole thing is just so easy now, it's hard to imagine how we ever managed before.

Everyone appreciates that working with digital tech platforms is equipping students for life, and they have enjoyed the extra engagement in their children's learning through Google Classroom. And although parents have legitimate concerns about cyber safety, they understand that deploying tech is a way to teach students to manage these online challenges.

Our teachers have been really excited to champion the new technology, and the successes of the most confident teachers are galvanising those who are more nervous. The next stage is to support staff as they undergo the pedagogical shift into digital schooling, with a plan to arrange personal devices for teachers.

For information and services contact us at Canon **1300 363 442** or [canon.com.au/education](https://www.canon.com.au/education)

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