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### INTRODUCTION

### The pace of change in schools hasn't slowed – it's sped up.

Campion Education is committed to researching the digital state of play in schools, so we can adapt and improve our product and service offer to anticipate and deliver against our customer needs. Since our first *Digital Landscapes in Australian Schools* report in 2023, we've seen schools across Australia continue to adapt, innovate and, in many cases, lead when it comes to embedding technology into learning and administration. But the story isn't uniform. For every school making great strides, others are still navigating juggling budget pressures, skill gaps, and finding the balance in the tools and resources that make a difference.

At Campion Education, we work alongside thousands of school leaders every year. One thing is clear: making digital work at scale, in a sustainable way that genuinely supports teachers and students, takes more than good intentions. It takes strategy, time and the right tools.

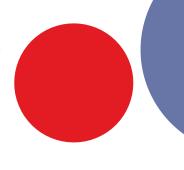
This report is designed to help school leaders benchmark their digital journey against their peers. It draws on real data from Australian school staff and highlights what's working, what's changed, and what's holding some schools back.

Thanks to everyone who contributed to this research. We hope it helps you make smart, informed decisions about where your school goes next.



Tom Bradley
CEO, Campion Education
& The Campion Group

La brolly

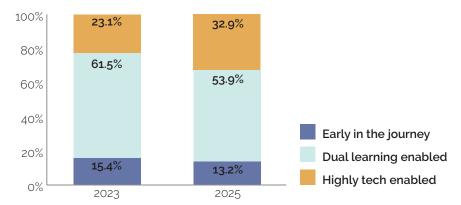




# DIGITAL LANDSCAPES IN AUSTRALIAN SCHOOLS: **KEY FINDINGS 2025**

This research ran in 2024 as an in-depth survey to senior staff in Australian schools, to draw a picture of how schools are planning and implementing digital strategies, challenges and future drivers.

Change in digital school readiness: 2023 vs 2025





Schools are already using *significant technological resources* in their pedagogical practice, and many schools are seeking to further increase technology use in the classroom over the next three years. Schools are particularly interested in introducing or increasing their use of Al. Many schools are planning to expand their use of technology in the classroom, with a strong interest in exploring Al. However, there is also a *clear desire to maintain a balanced approach*, combining digital and print resources to support effective teaching and learning.



The most used technologies in schools are Management / Connectivity and LMS tools, and PDF textbooks. Respondents want to see an *increase* in their use of *virtual and augmented reality for education*, and *AI for education*, but are facing barriers to implementing these changes.



The most popular technologies in use are PDF textbooks and learning software.

A remarkable 78.2% of schools are using AI education tools, and many are seeking more use of AI.



Respondents are particularly concerned with data security; and the *most significant* consideration when schools are choosing a new technology partner is their data management and privacy policies.



**Staff technical skills and funding** are still key areas of difficulty schools are facing in the implementation of their digital strategies.

# TOOL FOR DEVELOPING YOUR DIGITAL STRATEGY



With technology continuing to transform learning environments, schools need a digital strategy that is thoughtful, future-ready and closely aligned with their educational mission. Based on trends and insights from schools across Australia, here are five key areas to guide your planning:



### Alignment with school strategic masterplan

Revisit your school's 3–5 year strategic plan annually to ensure your digital direction supports its core pillars. Consider:

- Community What do your students, families and staff need from digital systems to stay connected and engaged?
- Innovation and Brand How can your digital strategy support your school's unique identity and forward-facing reputation?
- Teachers How are digital tools enhancing teacher capacity and aligning with their classroom goals?
- Teaching and Learning Does your digital strategy support curriculum priorities, evidence-based practices and personalised learning?



#### Leadership

A successful digital strategy needs strong leadership. Those tasked with implementation must:

- · Have deep understanding of school-wide priorities
- Be trusted to make decisions about technology integration
- Be supported with time, resources and professional development



#### People and training

Building staff confidence and capacity is key. Best practice includes:

- Planning for regular, inclusive professional development across teaching and non-teaching roles
- Identifying 'platform champions' internal advocates who go deep with a system and support colleagues
- Ensuring training is relevant, timely and connected to daily workflows. Emerging tools, such as AI for admin support or lesson planning, can be included in PD cycles to demystify and empower rather than overwhelm.



#### Data management

As digital platforms become more embedded, a robust and flexible data plan is essential. Make sure your strategy includes:

- · Clear privacy, storage, data transfer and breach protocols
- Regular reviews of data governance, compliance with evolving standards and development of an information management framework
- Transparent relationships with suppliers, especially around third-party access and AI-enabled tools



### Cost-efficacy and investment

Digital investment can enable transformation, but sustainability matters. Good planning includes:

- Full cost mapping: upfront, ongoing, and hidden resourcing needs
- · Review of ROI are systems saving time, enhancing outcomes or improving experience?
- A shared understanding across leadership, finance and learning teams about what success looks like

### **ANALYSIS**





Schools are already using significant technological resources in their pedagogical practice, with many seeking to increase technology use even further over the next three years.

Many schools are planning to expand their use of technology in the classroom, with a strong interest in exploring Al. However, there is also a clear desire to maintain a balanced approach, combining digital and print resources to support effective teaching and learning.

Respondents were asked to identify where their school is on their digital journey currently, where they aim to be in one year, and where they aim to be in three years.

In 2023, 15.4% of respondents identified their school as **early in their digital journey**. **That number remains similar at 13.2%**, demonstrating little change in this end of the digital journey.

The largest number of respondents identified their school as **currently set up for dual learning**, utilising both digital and print technologies (53.9%).

Many of these respondents made it clear that they want to maintain this blend of digital and print materials in their classrooms and are not seeking to increase the percentage of digital technologies used.

Their responses speak to the value of having both print and digital materials available for teachers to use:

"We value both digital and print resources and have no plans to become completely reliant on digital technologies."

"We are quite happy with maintaining a blend now and into the future."

"We are highly tech-enabled, but print materials are not a 'fallback' option but rather can be a useful, often more effective learning tool when chosen for pedagogical reasons due to their tactile nature and less distractions."

"We want to enable both non technological thinking and IT usage."

Almost one-third (32.9%) of the total respondents to this question, identified their school as **currently highly technology enabled**, with heavy use of digital tools and resources.

This is a marked increase from 2023, when fewer than a quarter (23.1%) identified as highly-enabled. **Around** 10% of respondents have grown their tech use from dual learning to the highly technology enabled space in the past two years.

When asked where they are aiming to be in one year, 11% of respondents wanted to be set up for dual learning, and 14% stated that they wanted to be highly technology enabled.

The percentage of respondents who want to be highly technology-enabled increases when looking ahead, with 23.5% of respondents aiming to be highly technology enabled in three years.

Some of the changes schools want to make to achieve their digital technology goals include:

"Use of Al."

"Continued development of the College LMS."

"Ongoing research / trialling of digital resources."

"Ongoing research into digital learning platforms such as Education Perfect and Essential Assessments (Mathematics)"

A few respondents identified some concerns or obstacles with increasing the percentage of digital technology resources in the classroom:

"This depends on whether the teacher is prepared to promote the digital. Often there is a mix of kids with digital / print or just print (2nd hand books) so setting digital tasks is ineffective."

"We have 1:1 but devices can be a distraction rather than a tool. We are focusing on deep learning, inquiry-based activities: collaborative, critical and creative thinking development."

"Appropriate training for the more seasoned staff."

Schools highlighted the priority of ensuring that all students have access to their own device from which to work:

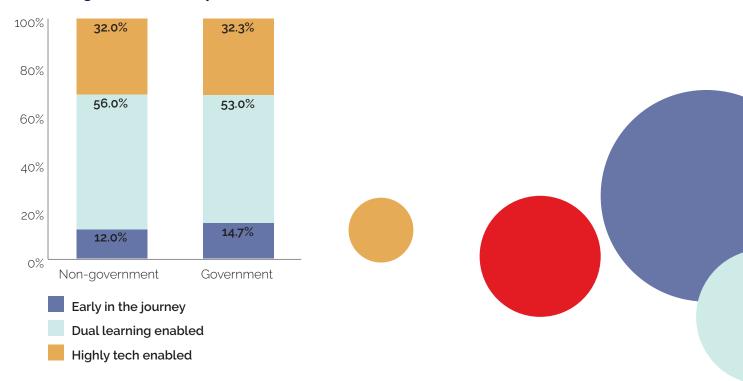
"Notifying all parents that their child need a device."

"One-to-one laptop rollout."

**Government schools are advancing on their technology journey**, though still trailing non-government schools.

While the number of non-government schools identifying as dual learning or high-tech enabled has held steady at around 75%, government schools are making noticeable strides – with a rise from 64.3% in 2023 to 69.1% this year. Still, more government schools (11.9%) identify as being at the start of their digital journey compared to non-government schools (10.2%). In dual learning environments, non-government schools continue to lead (47.5% vs 42.9%), though government schools are steadily catching up.

### School digital readiness by sector



# 2 Digital technologies schools are using



The most-used technologies in schools are Management / Connectivity / LMS tools, and PDF textbooks. Respondents want to see an increase in the use of AI tools and virtual and augmented reality.

Respondents were asked to identify the types of digital technologies they have used at their school, such as digital textbooks, learning software, LMS tools, AI and educational platforms.

Management, Connectivity, and LMS tools such as Compass or Canvas were the most used technologies, with 93.1% of respondents identifying that they are used at their school, and 84.2% of respondents identifying that this technology is used regularly.

PDF textbooks were the next most used technology (83.7%); followed by learning software (81.8%).

Al for education is in use in a remarkable 78.2% of respondent schools. This type of edtech did not appear in the 2023 report.

	95.5%
	93.1%
Management / connectivity / LMS tools	
	96.2%
	83.7%
PDF textbooks	
	90.1%
	81.8%
Learning software	
	N/A
Al for education	78.2%
Ai for education	22.29/
	93.3% <b>75.5</b> %
Interactive textbooks	/5.5/
	66.2%
	74.0%
Educational games and esports	74.070
	88.6%
57.4	
Virtual reality / augmented reality	
	74.4%
56.6%	<u> </u>
Consolidated platforms	
2023 2025	

The three digital technologies that schools want to use more of, but are experiencing barriers to implementing, are Virtual and Augmented Reality for education (20.8%); followed by AI for education, and PDF textbooks.

The presence of AI for education on both of these lists is indicative of strong interest in expanding AI use in the school environment.

### Technologies schools would like to use more include



79.0%

Al for education



20.8%

Virtual / augmented reality

A number of respondents provided detailed information about the specific digital technology platforms currently being put to use by their schools:

#### Most Popular Technology Platforms and Learning Tools in Schools:

Apple, Canvas, Compass, Campion MyConnect2, Edrolo, Education Perfect, Essential Assessment, Google, Jac Plus, Mathspace, Microsoft, Moodle, SEQTA, Stile, Simon Education, Synergetic / TASS, Softlink Oliver

### Technology platforms and learning tools that are in use by smaller number of respondents:

Accessit, Atomi, Brittanica Australia, Canva, Docplay, Edumate, Edval Education, Elastik, GeoGebra, H5P, iMaths, Instagram, Kahoot, Maths Pathways, Maths36o, Nearpod, Netflix, OLNA, Quizlet, Revise Online, Sentral, SmartLibrary, Springshare, StoryBox, Transum, Turnitin, Webex, Wellio, Wheelers Schools, World Book.



### An interview with...



### **LEON FURZE**

Leon Furze is a consultant, best-selling author, and PhD candidate with over fifteen years' experience in secondary and tertiary education. His PhD is focused on the implications of Generative Artificial Intelligence for teachers of writing.

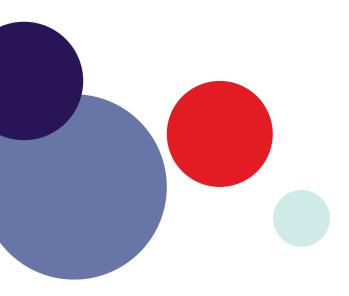
The next five years will be interesting for schools as they negotiate increasing technological change. Rather than focusing solely on outcomes, schools have an opportunity to think strategically about which technologies actually support their teaching and learning goals. Some schools are already doing this well - identifying staff members who can bridge the gap between classroom teaching and technical understanding. These people often become valuable assets in evaluating new technologies and understanding their practical applications. I wrote about this very recently in an article, **Planning for emerging technologies in schools**<sup>1</sup>.

We're seeing interesting convergences between synthetic media, multimodal AI, and other technologies such as augmented reality. Large language models that can generate code are making it easier to create applications, while improvements in image recognition and on-device AI mean experiences with AR technologies can be more interactive and contextual.

Tech companies can support schools by working directly with educators to understand classroom needs and developing products based on sound pedagogical principles. This means providing clear documentation about data usage and privacy, supporting rather than attempting to replace teacher judgment, and building tools that enhance rather than automate teaching practices.

Schools should also look beyond traditional vendor relationships. Partnerships with universities, particularly those researching emerging technologies, can provide valuable insights and early warnings about technological developments. These three-way partnerships between schools, industry, and academia can help bridge the gap between research, development, and classroom practice.

Schools face both practical and strategic challenges when adopting new technologies. Time for evaluation and professional learning is often limited, and it can be difficult to separate genuine innovations from marketing hype.



"Schools face both practical and strategic challenges when adopting new technologies. Time for evaluation and professional learning is often limited, and it can be difficult to separate genuine innovations from marketing hype."

"Effective partnerships between schools and industry can be valuable when they're built on mutual respect and understanding. Schools bring essential knowledge about teaching and learning, while technology partners can offer expertise in implementation and support."

Industry partners can support schools by providing transparent information about their products and offering flexible implementation timeframes. Beyond initial training, ongoing support for teacher professional learning is crucial. The most successful partnerships emerge when companies understand that technology adoption takes time and careful consideration, working with schools as partners rather than customers.

My thoughts on personalised learning are also covered in an article I wrote recently, AI and the myth of personalised learning<sup>2</sup>. Privacy and personalisation aren't necessarily opposing forces, but we need careful consideration of how student data is collected and used. Some personalisation features can be achieved without extensive data collection or surveillance of student learning behaviours.

Schools should be able to implement personalised learning approaches while maintaining strong privacy protections. This might mean choosing tools that process data locally or that don't require student personal information. The focus should be on finding solutions that enhance learning while protecting student privacy as a fundamental right.

Effective partnerships between schools and industry can be valuable when they're built on mutual respect and understanding. Schools bring essential knowledge about teaching and learning, while technology partners can offer expertise in implementation and support.

Good partnerships typically involve a collaborative approach to problem-solving and clear communication about capabilities and limitations. They should respect educators' professional judgment and focus on genuine educational needs rather than looking for technological solutions to problems. Above all, there needs to be a shared commitment to student privacy and wellbeing.

<sup>1.</sup> Planning for emerging technologies in schools: https://leonfurze.com/2024/10/21/planning-for-emerging-technologies-in-schools/

<sup>2.</sup> Al and the myth of personalised learning: https://leonfurze.com/2024/10/30/ai-and-the-myth-of-personalised-learning

### 3

### Benefits from digital technology strategies



Digital strategies are delivering as expected – especially in boosting student connectivity, improving learning outcomes, and supporting diverse learning needs.

The benefits gained from the implementing digital strategy were reported to be largely as anticipated.

Compared to the 2023 survey, accessibility for varying learning styles and capabilities, and potential learning outcomes and benefits both saw increases in reported benefits.

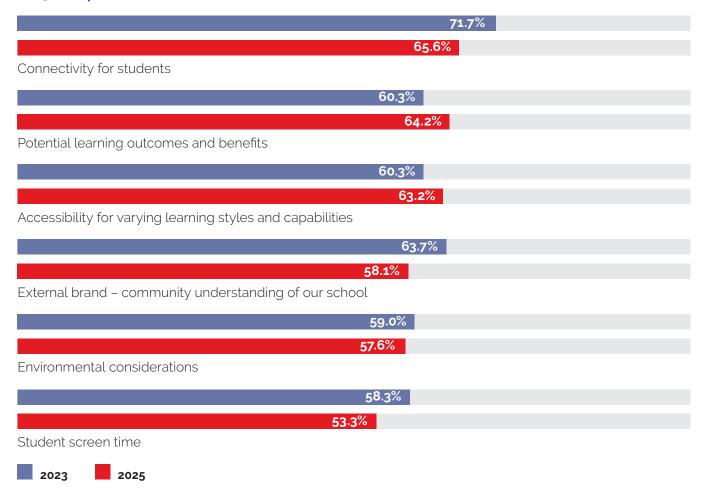
### Benefits from digital tech strategy as anticipated

65.6%
Connectivity for students
64.2%
04.2%
Potential learning outcomes and benefits
63.2%
Accessibility for varying learning styles and capabilities
58.1%
External brand – community understanding of our school
57.6%
Environmental considerations
53.3%

Student screen time



### Benefits from digital tech strategy as anticipated 2023 Comparison



Only a small number of respondents found that benefits from their school's digital technology strategies were greater than anticipated, particularly in relation to connectivity for students (10.4%) and for the potential learning outcomes and benefits (7.4%).

The digital technology strategies in which benefits were **slower than anticipated** were in relation to **student screen time**, which was reported by 37% of respondents, environmental considerations (28.3%), and external brand-community understanding of school (26.9%). **This is a shift from the 2023 report**, which found that the benefits were slower than anticipated with relation to student screen time (27.5%) and accessibility for varying learning styles and capabilities (23.7%).

### An interview with...



### DR TIM KITCHEN

An educator for over 30 years, Dr Tim Kitchen has been Adobe's Senior Education Specialist for Asia Pacific since 2013. A passionate advocate for creativity in education, Tim is a best-selling author and a regular presenter for national and international education events.

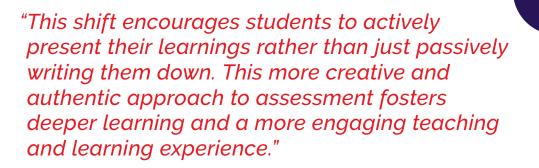
In the next five years, we should aim to eliminate the distinction between 'digital literacy' and 'literacy' as both are equally important and deserve the same recognition. Today, digital literacy is simply literacy. Technology permeates nearly every aspect of modern society, with most people carrying multiple digital devices to manage their work, leisure, and entertainment. Additionally, many are adapting to the wide range of generative artificial intelligence (Gen AI) solutions that have become deeply integrated into numerous applications. However, the education system in many schools in Australia is lagging in adopting these evident societal changes.

Education should be preparing students for the real world, which means teaching them how to use mobile devices and Gen AI effectively in the classroom to enhance learning outcomes, rather than banning them due to perceived distractions or threats to traditional teaching methods.

The next five years will see a lot more technological development to help aid the learning process through:

- Better personalised learning experiences such as software that used AI to tailor educational content to individual student needs, learning styles, and ability levels.
- More use of multimedia, virtual reality (VR), and augmented reality (AR) to help make learning more interactive and engaging.
- Better digital tools such as Adobe Express to help facilitate collaboration, creativity and communication among students and teachers. Platforms that support real-time collaboration on projects and virtual classrooms.
- A wider range of digital assessment tools that will offer more immediate and detailed feedback, helping students understand their progress and areas for improvement.
- Efficient professional learning solutions for teachers through online courses, webinars, and virtual workshops will help teachers stay updated with the latest educational technologies and teaching strategies.
- Using technology solutions (again, like Adobe Express) that are focused on equity and inclusion and help bridge gaps in education by providing resources and support to underserved communities.

The impact of Gen AI on society has been remarkable since OpenAI made ChatGPT freely accessible in November 2022. Educational systems worldwide have had to rethink traditional assessment methods, such as the conventional essay. There is a growing trend towards multimodal assessment solutions like podcasting and creating short videos. This shift encourages students to actively present their learnings rather than just passively writing them down. This more creative and authentic approach to assessment fosters deeper learning and a more engaging teaching and learning experience.



Schools face two primary challenges in adopting new technologies: the cost of devices and software, and the time required to train teachers to become comfortable with new teaching and learning approaches. Industry partners are stepping in to help overcome these barriers by offering special discounts and free software and training options. For example, Adobe provides Adobe Express for Education, a premium solution, free of charge to all P-12 schools globally. Similarly, large IT organisations like Adobe, Microsoft, Google, and Apple offer regular free training workshops, seminars, and courses for teachers, both online and in person, led by experienced educators who understand the demands of the classroom.

A range of international privacy laws exist to protect students and ensure their data remains secure. Major technology companies take these laws very seriously and have systems in place to manage student data within school IT systems. Whenever a school is looking at implementing technology that potentially helps to enhance personalised learning, there are protections in place, such as Safer Technologies for Schools program (ST4S). As personalised learning relies heavily on data, there will be stricter regulations and standards to ensure student data is protected. Schools and tech companies will need to comply with these regulations, ensuring data is collected, stored, and used responsibly.

Schools and school systems will need to invest more in a secure technology infrastructure. This includes using encryption, secure access controls, and regular security audits to protect student data from breaches and unauthorised access.

The use of AI in personalised learning systems will be guided by important ethical considerations. Tech companies will need to develop AI systems that are fair, unbiased, and transparent. Educational institutions will work closely with tech companies to ensure AI tools are used ethically and responsibly. This will help the education sector leverage the benefits of personalised learning while ensuring that student data privacy is maintained.

It's crucial for decision-makers within school systems to maintain strong relationships with industry partners to stay informed about the latest developments and make informed choices about technology implementation. Major IT providers have well-established education teams that regularly connect with schools, both online and in person. School decision-makers should ensure they are part of these networks and actively engage their teachers to keep them informed and up-to-date. The better the relationship between industry partners and schools, the more effectively technology solutions can empower the next generation.

Having a good relationship with industry partners helps schools to:

- Stay ahead of technological trends and better prepare students for the future
- Provide better professional learning and micro-credential opportunities like the Adobe Creative Educator program for teachers
- · Manage the costs associated with technology adoption through discounts, grants and donations
- Develop a curriculum that is relevant to current and future job markets. This ensures that students are learning skills that are in demand and that will be valuable in their careers.

# 4

### Commercial considerations



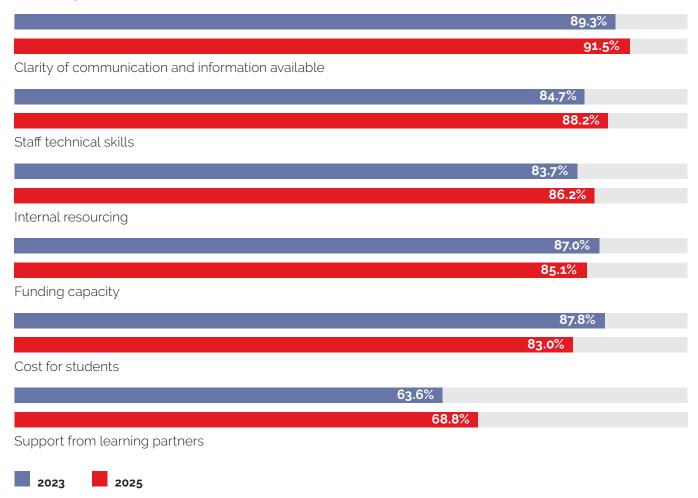
The ability of staff and students to be able to use the products and services available is critical.

When respondents were asked to identify the importance of commercial considerations in the development of their digital technology strategy, the most important consideration for them was the **clarity of communication and information available**, which was nominated by **91.5**% of respondents as being somewhat or extremely important. The next most important commercial consideration was **staff technical skills**, which was nominated as being somewhat or extremely important by **88.2**% of respondents.

These responses indicate that the most important consideration for respondents is the ability of staff and students to be able to learn how to use the digital technologies.

91.5% of respondents rated clarity of communication and information available somewhat or extremely important

### Most important commercial considerations







Staff technical skills and funding are key areas of difficulty.

Respondents were asked to what identify extent their commercial considerations were realised in implementation.

For the majority of respondents, commercial considerations proved to be as expected. In particular, support from learning partners (for example, Campion, publishers, edtech companies) was highly rated (70%), and clarity of communication and information available (64.1%).

**Staff technical skills** were identified as being the most challenging relative to expectations, which was rated as more challenging than expected by **38%** of respondents.



### Priorities in implementation



Data management and privacy policies are critical.

The most significant attributes schools are taking into consideration when seeking new technology partners are the **partner's data management and adherence to privacy policies**. In this survey **72.9%** of respondents rated this as **extremely important**, and 22.9% rated it as somewhat important.

This is a **notable increase** from the 2023 survey in which roughly equal numbers of respondents ranked each of: cost efficacy for schools (67.7%), affordability for families (66.9%), strong data management and adherence to privacy policies (66.9%) and provide quality curated content for teaching and learning (65.4%), as extremely important.

72.9% of respondents rated data management and adherence to privacy policies extremely important

Other important attributes schools consider when choosing their commercial partners are whether or not the partnership will be **cost effective for the school**, which was identified as extremely important by 63.2% of respondents, and somewhat important by 31.6%. Similar numbers of respondents identified the **affordability for families** (extremely important 60.4%, somewhat important 30.2%), and the **provision of quality curated content for teaching and learning** (extremely important 59.4%, somewhat important 30.2%), as important considerations for their school.

The consideration which is **least important** is the commercial partner's understanding of the needs of the school community, which was not important or neutral for 13.5% of respondents, though this was nevertheless still identified an important consideration for 86.5% of respondents.

# 7 Upcoming changes



Many schools are planning to make changes in the next 12 months, particularly in the area of use of Al.

**20.6%** of the respondents wrote that their school is planning to either introduce or to increase the use of **AI tools for teachers and/or students**.

**32.4%** of responses to this question identified that their school was planning to change other aspects of their digital technology usage. For example:

"Continue move to cloud based solutions, removing hosted solutions. Stronger focus on student protection / restrictions."

"More reliance on external providers of digital teaching and learning resources,

rather than in-house development."

"New digital whiteboards / TV in all classrooms."

"Potentially looking at a new LMS / SIS solution... investigation has begun."

"Move to e-books for year 11 and 12."

Only **13.2%** of respondents predicted that there would be **no, or little, change** in their school's use of digital technology over the next year.

**53.0%**of respondents
identify changes planned
for their schools in the next
year; the single biggest
area of change is AI





### Positions in the school with involvement in digital technology strategy



The most significant decision-makers in respondents' school's digital strategy are the Assistant Principal for Teaching and Learning / Curriculum, and the school's Principal.

### Who drives the decisions around digital strategies in schools?

The survey revealed that senior leaders in the school play the most significant role in determining the school's digital technology strategy.

The Assistant Principal for Teaching and Learning / Curriculum was identified as the lead decision-maker in the school's digital technology strategy (31.5%), followed by the school's Principal who was listed as the lead decision maker in 24.4% of responses.

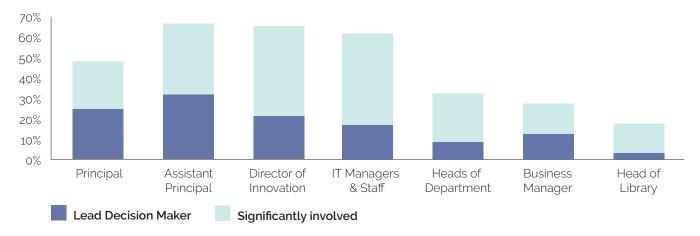
This is a notable change from the 2023 survey in which the lead decision maker was found to be the Director of Innovation / eLearning (32.7%), followed by the Assistant

Principal for Teaching and Learning or Assistant Principal for Curriculum (29.5%).

of respondents rated the Assistant Principal for Teaching and Learnina as the lead decision maker

Other influencers on digital technology strategy are IT managers and staff, who 44.7% of respondents identified as being significantly involved, and the school's Director of Innovation / eLearning / Digital Transformation (44.2%). (Note: this role does not exist in a number of schools, or is rolled together with Assistant Principal.)

### Key decision makers



School Council, Head of Library, and the Business Manager were nominated as the least likely to be involved in decision-making around digital strategies, which is commensurate with the 2023 survey.

### CONCLUSIONS

Schools are giving careful consideration to how digital technology is used within their classrooms, and our survey shows that when deciding which digital technology to adopt they are particularly concerned with: data security, the ability of staff to use this technology effectively, and whether it can be utilised successfully alongside print resources.

The use of AI in the school environment emerged as a key theme throughout the responses to this survey. Many respondents demonstrated interest in increasing their use of AI in both pedagogical and administrative settings in their written responses, but also of increasing the use of digital technologies more broadly:

"Continued development of staff skills and use of technology. Greater use of AI for student learning and efficiencies for teachers."

"More use of digital resources and less on hardcopies. Use of AI for both staff and students increasing."

A number of respondents expressed concerns about the ability of staff to learn, or be willing to learn, how to implement the technology successfully in the classroom environment. Respondents expressed the need for teachers to have access to both the technology, and the training to use it effectively.

A significant majority of schools are already utilising digital technology in their classroom, either on its own or alongside print resources. As schools continue to update their use of technology, their most important considerations are the potential outcomes and learning benefits, the ability of students to connect to the resources (for example, their access to Wi-Fi and ability to study at home), and the accessibility of the technology for varying learning styles and capabilities.



# APPENDIX: METHODOLOGY AND RESPONDENTS

The research project ran from June to November 2024 as an in-depth survey by personal invitation. Senior staff from Australian schools who were invited to participate included Principals, Assistant Principals, eLearning and Innovation heads, ICT Managers, and selected teaching and library staff.

The responses demonstrated consistency in themes and concerns. As questions were not compulsory, respondent numbers may vary. We received 104 responses to this survey.

Respondent information has been kept private and stored only for the purpose of analysis. This report was prepared in March 2025. Survey questions are available on request from research@campion.com.au.

To register for the Digital Landscapes Survey 2027 or media enquiries please contact research@campion.com.au.

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schools, secondary

