

# Windsor State School

Respect for Self

Respect for Others

Respect for the School

## Bring Your Own Device Program



## Information Booklet BYO iPad Program – Year 4 – Year 6

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## 1. eLearning Vision:

*At Windsor State School, we are committed to the use of technology to transform teaching and learning.*

*We aim to engage, challenge and empower our learners, to become confident, creative and critical citizens within our global community.*

### Our eLearning vision includes:

- A **teaching pedagogy** based on **differentiated pathways** for each student. Teachers guide, support and facilitate students in their learning. Teachers also encourage students to demonstrate accountability for their learning through discussions of their learning goals and achievements;
- A focus on collaboration, goal-setting and feedback;
- A focus on using **Information Communications Technology (ICT)** to enhance and enable the learning process where it is most appropriate;
- **Rigorous, on-going student assessment** based on demonstrated **consistent learning achievements** in a variety of settings and over time;
- **High standards in literacy and numeracy** across all learning areas;
- Students who **value learning** and are **engaged in a global community**;
- **Strong links** between **home, school** and the **wider community**.

### eLearning Rationale:

Windsor State School is committed to investigating and implementing models of BYO. From the research and reports of successful models of BYO 1-1 programs in schools, we have found that such programs, when implemented effectively, have the potential to:

- Enable **personalisation of student learning** through access to rich learning resources;
- Facilitate the development of **knowledge and skills** necessary for the **21st century** workforce, including digital age literacy, **innovative** and **critical thinking, effective communication** and **high productivity**;
- Allow continuous access to educational materials allowing **learning efficiency to happen anywhere, anytime**;
- Provide an **engaging, interactive** environment for learning; and,
- Strengthen **links between home and school**, giving parents the opportunity to see, every day, what their child is learning at school and have relevant, timely, accurate and quality conversations around student **learning and progress**;
- Allow students the opportunity to **display prior knowledge of topics** and thus be co-constructive in their **own learning journey**.

At Windsor State School, students currently have access to a range of digital devices to support their learning, including many iPads and laptops that are shared across the school. The iPads have proven to be a very useful tool to support student learning. The School and P&C have, to date, committed more than \$100,000 to support the implementation of iPads throughout the school therefore iPads will be the only platform allowed in the Windsor State School BYO iPad Program.

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## Our Journey:

The BYO iPad program at Windsor State School has resulted from a journey of strategic decision making combined with knowledge of the successes of other schools as well as worldwide educational research and trends.

Our school has a good record of use with technology. Laptops and desktop machines have been used by students and teachers for a broad range of educational outcomes and processes for many years. We are extremely grateful to the ongoing support of the P&C in terms of assistance with purchasing and maintaining of this equipment.

In 2014, Windsor State School's Main building and Constitution building were both devastated by a thunderstorm and 13 classrooms were affected. Consequently, the school ICT infrastructure was damaged beyond repair and a process of rebuilding commenced.

As part of the rebuilding program, in 2015, the school funded a \$65,000 Wireless Upgrade program to install a high-speed wireless network across the entire site. By Semester Two, 2015, a high-speed Wireless Access Point (WAP) was fully functioning in every classroom. In 2015, the school purchased a 16GB iPad for every teacher to use for familiarisation. The school also installed [AirServer](#) to enable teachers to incorporate their Interactive Whiteboards (IWBs) into teaching and learning experiences.

In 2016, the school purchased 9x sets of 5 iPads, 45 (32Gb) in total, and sought expressions of interest from classroom teachers to submit ICT proposals that communicated how these would be effectively used in the classroom to engage students and enhance teaching and learning. Teachers submitted successful applications for the project and received a pod of 5 iPads each for use in their class programs. The Library also purchased 5 iPads for borrowing as did the Master Teacher. These 10 iPads were able to be borrowed by all teachers across the school.

Throughout 2015-16, teachers attended voluntarily professional development on the use of iPads as well as sessions on the October Student Free day. These teachers were then supported by regular meetings; in-class support, coaching, mentoring and curriculum support to implement these devices. These devices were used across all areas of the National Curriculum in various ways.

Throughout 2016, the School Council, staff and community members were engaged in developing an e-learning plan for Windsor State School culminating with a P&C commitment of \$90,000 in term 4 to fund a pod of 5x iPads for every classroom in 2017 to extend the project from the previous year across all classrooms. These iPads have become a key tool for teachers in realising our vision.

Throughout 2015-2016, key benefits associated with the use of these devices were found to be:

- that they were tools of differentiation, enabling teachers to cater for students with different needs and learning dispositions;
- that their effective use enhanced motivation and engagement;
- that their effective use made them powerful vehicles of self-expression and creativity.

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In Semester Two 2017, we implemented a voluntary pilot BYO iPad program across Year 4 with a view of full implementation beginning in 2018. Professional development for Windsor staff will continue to be a key priority of strategic planning.

In 2018 this program was extended into Years 4 and 5. In 2019, the program was extended to Year 6.

The Department's BYOx strategy is profiled on their [website](#). With the implementation of the [Digital Technologies Curriculum](#), the expectations associated with [ICT digital capabilities](#) and the moral obligation to foster critical and creative thinking, iPads will increasingly become an essential tool to shape 21<sup>st</sup> Century skills to prepare students for their futures.

Students of today find information on anything, anytime and anywhere. At Windsor, we believe 21<sup>st</sup> century skills are vital for students in their development of coping in a rapidly changing world. The following table illustrates the skills we will be developing and assessing students in, throughout their primary school years.



## 2. Implementation:

### 2.1 Allowed Device/s

The only device allowed in our Windsor State School's BYO program is the [iPad](#).

Advantages of the iPad, allowing us to meet the aims of the program, include the functionality to:

- Access knowledge and information through the plethora of content and creation apps to support student learning;
- Access to a wealth of information on the Internet when they need it through wireless connectivity;
- Access to rich media including digital stories, images and video;

- Increased productivity through quick loading of apps and quick response of the iPad;
- The operating system of the iPad is very reliable, ensuring maximum up-time;
- Provides simple yet sophisticated text, audio and video-based communication facilities for collaboration with peers, teachers and experts in a local, national or global context;
- Ability to personalise learning and provide work targeted at the correct level for students;
- High student engagement both independent and collaborative.

## **2.2 Year Levels**

Since 2019, Year 4, Year 5 and Year 6 students have been involved in the BYO program. All students in these year levels will be given the opportunity to voluntarily bring along an iPad to support and enable their learning. Teachers in other year levels may allow personal devices as a form of differentiation, depending on need.

## **2.3 Minimum Device Requirements**

Windsor State School understands that every one of our families is different and that their financial access to a set device may differ. Therefore, we allow students to use an iPad that can utilise the latest operating system (IOS) and support the installation of the most recent applications. All devices brought to school **must** be subject to the web filtering of our internet system, therefore we **do not** accept cellular models.

Device Name	Is this model suitable for use at Windsor SS?	
	Wi-Fi Model	Cellular (3G) Model
iPad 1st Generation	NO	NO
iPad 2nd Generation	NO	NO
iPad 3rd Generation	NO	NO
iPad 4th Generation	NO	NO
iPad Mini	NO	NO
iPad Air 1	NO	NO
<i>iPad Air 2</i>	<i>Not Recommended</i>	<i>Not Recommended</i>
<b>iPad Air (2019 &amp; Beyond)</b>	<b>YES</b>	<b>Yes – No SIM card</b>
<b>iPad (5,6,7,8 &amp; 9<sup>th</sup> Gen)</b>	<b>YES</b>	<b>Yes – No SIM card</b>
<b>iPad Pro (All models)</b>	<b>YES</b>	<b>Yes - No SIM card</b>

All storage versions are supported in the BYO iPad program. Keep in mind that any personal applications and content placed on the device may interfere with the storage requirements for school use as the full amount of storage may be required.

## **2.4 Equity and Access**

Windsor State School understands that the BYO Program may be a financial burden on some families. As part of its responsibilities, the school will have some school devices available which will provide students access to the technology, however, these devices will be shared with other students and will not be permitted to go home with students.

## **2.5 Technical Support**

As part of the Windsor State School BYO program, we offer a limited technical support program that assists with:

- Setting up devices in the first week that iPad use commences;
- Connecting to the school's network and internet;
- Setting up Apple ID, Family Sharing and Screen Time.

*A booking must be made if a support session is required. Please contact the school IT department to arrange a time: [support@windsorss.eq.edu.au](mailto:support@windsorss.eq.edu.au)*

Due to the device being owned by the family, all other technical support and warranty issues will need to be sourced by the student's family from an external source (e.g., Apple Store).

## **2.6 Accidental Theft and Damage**

All devices are monitored by teachers at school and rules are in place to prevent foreseeable problems and damage however, from time to time, accidents may occur. If damage is caused by deliberate or careless actions of a student (owner or others), the costs of repair will be passed onto those involved and necessary behaviour consequences may apply. The decision around the responsibility for repair costs is at the discretion of the Principal.

## **2.7 Web Filtering**

The internet has become a powerful tool for teaching and learning, however students need to be careful and vigilant regarding some web content. At all times, whilst using ICT facilities and devices, students will be required to act in accordance with the requirements of the [Windsor SS Responsible Behaviour Plan for Students](#) and the [BYO Student Participation Agreement](#). To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates within the [Education Queensland's Managed Internet Environment](#). Any device connected to the internet through the school network will have the appropriate levels of filtering applied. Teachers will always exercise their duty of care but aligned with our Digital Citizenship approach is the expectation that students will take responsibility for their own actions.

## **3. Policies and Procedures:**

### **3.1 Access to our Internet and Network**

All students in the BYO Program are expected to adhere to the guidelines within the [Student Participation Agreement](#).

### **3.2 Student and Parent Responsibilities**

Students and their families have a range of responsibilities related to appropriate behaviour when using technology.

Students and their parents should:

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school's ICT network facilities and ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email;

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- Be aware that the ICT facilities should be utilised with good behaviour as stipulated under the Responsible Behaviour Plan for Students and that appropriate action by the school will be taken as a consequence. This may include restricted network access for a period as deemed appropriate by the school;
- Be aware that the Internet gives access to information on and from a wide variety of organisations, subjects, people, places with origins from around the world; the school cannot control information accessed through the internet; and information may be accessed or accidentally displayed which could be illegal, dangerous or offensive, with or without the student's immediate knowledge;
- Understand that teachers will always exercise their duty of care, but protection, mitigation and discontinued access to harmful information requires responsible use by the student

### **3.3 Acceptable Use by a Student**

It is acceptable for students to use school technology and network infrastructure for:

- assigned class work and assignments set by teachers
- developing literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet
- educational purposes as supervised and approved by the school
- conducting research for school activities and projects
- communicating with other students, teachers, parents or experts in relation to school work
- access to online references such as dictionaries, encyclopaedias, etc.
- collaborating, researching and learning through online environments

### **3.4 What is unacceptable/inappropriate use/behaviour by a student?**

It is unacceptable for students to:

- download, distribute or publish offensive messages or pictures
- use obscene or abusive language to harass, insult or attack others
- deliberately waste printing and Internet resources
- damage computers, printers or the network equipment
- violate copyright laws which includes plagiarism
- use unsupervised internet chat; and use online email services, send chain letters or Spam email
- trespass in another person's files, home drive or email
- use another student's or staff member's username and password to access the school's network
- divulge personal information via the internet or email

### **3.5 Consequences of unacceptable/inappropriate use/behaviour by a student**

As with any inappropriate or unacceptable behaviour at Windsor State School, the [Responsible Behaviour Plan for Students](#) stipulates the guidelines for action following such behaviour.

### **3.5 Necessary Apps**

Each privately owned iPad in the BYO program will require necessary apps to be installed at the cost of the parent. The cost of paid apps will be kept to a minimum for the beginning of the year in Year 4, 5 and Year 6. We would recommend buying an iTunes card when on special which can save you up to 30%. We also advise the use of [Apple's Family Sharing](#) to ensure that apps need only be purchased once for a whole family's use. The cost of the yearly book lists (for Year 4, 5 and 6) will be reduced due to the purchase of the iPad and associated apps.

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### **3.9 Use of Email**

While at Windsor State School, students have access to a Department of Education and Employment email account, which they can access from home and school for the purposes of learning. This Managed Internet Service email traffic is monitored for inappropriate use, content and language. Formal email use begins in Year 5 at Windsor State School unless determined by a teacher to be needed for learning purposes before this.

### **BYO iPad Program FAQs:**

#### **1. Learning/ Outcomes Questions:**

#### **Why was Year 4 selected for the pilot program in 2017?**

We chose to pilot the iPad program with Year 4 for two reasons - the first being that these students will benefit from 2.5 years of the iPad program as it rolls out across the school from 2017 but also because the Year 4 teachers were very passionate about expanding their digital pedagogy, knowledge and practices. The pilot program ensured that our network and current infrastructure was able to cope with the increased demand as the program evolved.

#### **What will the Classroom Look Like?**

Initially the students will be learning more about the iPad operating system:

- Using a range of apps
- Accessing the wireless network
- Managing their work – saving and storing
- Collaborating with others
- Creating and publishing their learning

They will also be learning about responsible care and use:

- Caring for the iPad and ensuring it is charged and ready to use each day
- Accessing the internet and apps in a responsible and timely manner

We see the classroom as a blended environment. 1 to 1 access to technology enables students and teachers to choose from a wider variety of tools at any given time. Together decisions are made about the most effective way that students can craft their work and create, showcase and share their learning with others. At different times this may include the use of books and pencils, posters and keynote presentations and iMovie opportunities – other tools we will discover together.

Our classrooms are more connected to students' lives and the digital world in which we live. Learning is becoming more student driven and personalised. 1 to 1 gives teachers the opportunity to plan experiences for their students to apply and broaden the skills and knowledge they have developed during the early years of primary school. Students have at their fingertips access to one of the most effective learning tools to bring the real world into the classroom.

#### **Will students in iPad classes continue to have access to computers and other technologies?**

Yes, students will be exposed to a variety of technologies and not just iPads.

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## Will homework need to be completed on the iPad?

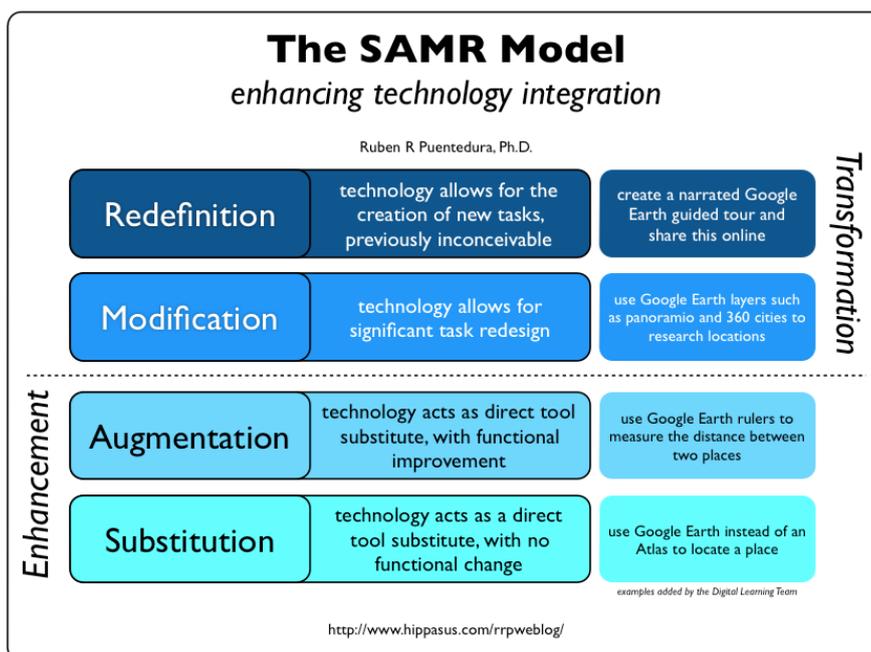
There may be elements of online activities and elements of written (sheet) work. This will depend on the learning activity and if the iPad is the best tool needed to complete the work. This will be up to the teacher's discretion, but there will be consistency across the year levels in the approach.

## This is new technology. Do our teachers know how incorporate iPads into teaching the curriculum so that they are used effectively?

Staff at Windsor SS have been using and integrating a range of technologies for many years to improve their knowledge and skills, pedagogy, differentiation and deep content connections. The staff will continue to be supported through our Professional Learning Community, ongoing Professional Development and sharing of best practice and latest research.

## How much of the day will the iPads be used? Will the students still be using pencil and paper as well as handwriting?

An iPad will be used in class when a teacher gives instructions for its use. Using technology will not be done for the sake of it, it will be accessed when it is thought to be the best tool for the situation. There will be some lessons/blocks of the day or even whole days when technology is not needed, or not thought to have any benefit for the learning that is going on. Alternatively, there will be some days, where using technology may happen in every lesson. There will not be a fixed amount of time for using technology, it is a tool that students shall have with them in the classroom to use when it is appropriate. We still see a need for students to use pencil and paper and to practise handwriting. The staff at Windsor are influenced by the SAMR Model (see below) to develop teaching and learning experiences for students that are authentic, meaningful and match the skills needed to live in the 21st century.



## 2. Financial Questions:

### A Purchase Cost Questions:

**Will I be expected to purchase a new iPad and do I have to purchase from a particular store?**

No, you can choose to use an iPad that you already own, or purchase a new or used iPad. You may visit any store of your choice to make purchases. The iPad will need to meet the minimum specifications outlined in this document in order to support the apps your child will be using at school.

**Can I buy a second-hand iPad? What do I need to be aware of?**

Yes. Every iPad has a serial number and with this number, Apple track the date and place of purchase, length of any remaining warranty and whether it has been reported as stolen. Before buying a used iPad, it may be worthwhile noting the serial number and contacting [Apple Care](#).

*Ongoing Cost Questions:*

**What will the longevity of the iPad be – when will the school change their specs/ when will I need to replace this technology?**

Generally, an iPad has a life span of 3-4 years before needing to be replaced or upgraded. Although, when treated well, the device will continue to operate well past this timeframe.

3. *Technical Questions:*

**Why only iPads and no other mobile devices or laptops?**

In a primary school context, having all children in the classroom using the same technology will ensure class-time is used productively, and provide the best learning outcomes for each child. Using one type of device also allows the school to provide a better level of technical support for both parents and students. In 2015/2016 after investigating the options available on the market, the school and P&C found that the iPad best suited our teaching and learning needs.

**Will the iPads be managed at home or at school e.g. loading apps, updating the device?**

Parents and students will be responsible for overall maintenance of the device at home, but limited technical support is available from school if the need arises.

**Will my child need a Bluetooth/iPad cabled keyboard?**

A keyboard is essential but this is at the discretion of the parents. The onscreen keyboard is suitable but also reduces the 'screen size real estate' at the same time. Please speak with your child's teacher if you have any questions about this.

**Can my child bring a 3G enabled iPad without the SIM?**

Yes. The reason why we do not want external controlled internet access is that by students going through our school wireless, they are also going through Education Queensland's Internet web filters, helping protect our students from accessing inappropriate content.

**Who is responsible for charging the device?**

It is the child's responsibility to bring the iPad to school fully-charged each day.

**Our family doesn't use Apple products at home. Can my child access versions of the apps and other platforms from other devices in our home?**

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Some apps may be available on other platforms (e.g. Android) but this is whether the app developer makes this available. The apps we recommend will be ones that will be used from the iPad app platform.

**I can't remember the passcode that is set on the iPad and it is locked. How do I unlock it?**

You will need to connect the iPad to the computer it is synced to and restore to a previous backup. More information about password restore can be found on the Apple website.

**4. Student and Family Wellbeing Issues:**

**I feel like my children know more than me about the use of technology. What can you do to support us as parents?**

We can offer a range of support to our families including face-to-face workshops and external professionals (Internet Safety) throughout the year. Additionally, there are many blogs and Government websites ([eSafety](#) and [Common Sense Media](#)) that provide information about topics such as why use technology for learning, what you can do in a home environment to support a balanced approach to technology and information on setting devices up so that your children are safe.

**How will you ensure that students are not accessing inappropriate material on the iPads?**

All students are bound by the [Responsible Behaviour Plan for Students](#) and the ICT Access Agreement and Consent Form (including the third party and internet web services), which is signed during your child's enrolment at Windsor SS by their parent/guardian and is completed prior to the use of any device at school.

The department operates a best-practice web filtering system to protect schools from malicious web activity and inappropriate websites. The department's web filtering does not continue to operate when the device is at home connecting to your home wireless network. It is imperative that web filtering is no substitute for parental supervision when at home. While the department continually enhances its systems to ensure the safety of students and staff when using the school's network, departmental control is no substitute for the ongoing vigilance of parents and caregivers. For more information about Cyber Safety and 'Positive and Responsible Technology Use', click [here](#).

**I am concerned about my child's screen time. What will the school do to promote students' health and wellbeing and a balanced use of technology both at school and home?**

Health and wellbeing of students was considered in detail in the preparation of our eLearning plan. Windsor SS is committed to the health, safety and wellbeing of students, staff and others involved in all curriculum activities at schools or other locations. It is important that staff, parents and students are aware of the possible risks to health of sitting in uncomfortable positions and staring at the iPad for prolonged periods of time.

Being aware of 'screen time limits' is about making sure our students enjoy lots of healthy, fun activities – both with and without screens. Such limits mean looking at the time your child spends on screens and making sure it doesn't get in the way of sleep and activities that are good for their development. Teachers will not be using them in every lesson nor the entire day; however, if they have been using the device for learning over a period time doing (at home or school), it is essential that students take regular breaks away from screens.

Other resources for managing 'Screen Time':

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- Forbes (2015) – [The American Academy Of Paediatrics Just Changed Their Guidelines On Kids And Screen Time](#)
- [Raising Children Network](#)

Parents may choose to purchase the folio style iPad case as this allows the iPad to stand up on student’s tables to provide correct posture for your child. As when working with pen and paper students are always encouraged to maintain correct posture when working. Due to the movability of the iPad students are able to hold and manage the device to suit their needs (e.g. shift hands – left/right, shift position, landscape, portrait, place on desk, stand, etc.). However, due to the nature of the iPad and how it will be used at school, students will not be sitting in the one position for long periods of time.

As the iPad program evolves over time, so will the need to explicitly teach our students about Digital Citizenship, Cybersafety and Cyber Bullying. Click on the links for more information about the [eSmart Framework](#), [Common Sense Media](#) and [CyberSmart](#). The school will also provide ongoing practical strategies and information/updates through our school newsletter and website. We have attached a sample of a ‘Family Contract for Online Safety’ that you may wish to use with your child/ren. You can find this at the end of this booklet. This can be a great resource to remind your child/ren of what they have agreed to. Put it in a spot where it is visible and can be easily referred to when needed.

*Click on an image below to view more information about these resources.*



**Do you allow the use of iMessage on the personal iPads?**

When at school, iMessage is not appropriate for students to use. It is not needed as a learning tool, and we do not consider that these students need to interact in this online environment. The use of this program during learning time will constitute a behavioural breach of our expectations.

**What is your policy around taking photos on the iPads?**

It is important to be aware that some students and staff members are not prepared to have their photograph taken and that permission must always be sought first. Without consent, photographs should not be taken of any students or staff members.

**How will inappropriate behaviour on the iPad technology be managed?**

The use of the iPad in school is always at the teacher’s discretion. If the teacher has not asked students to use the iPad then it should left alone. If the teacher feels that you have not been using the iPad responsibly then they will ask you to put it away and may issue a consequence (in accordance with the School’s Responsible Behaviour Plan for Students) which may include having your iPad confiscated, a lunchtime detention or the school meeting with/contacting parents.

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## 5. Theft/Loss/Damage Questions:

### **How will the risk of iPad damage be minimised?**

There are several measures we are taking to minimise the risk of damage to the device.

- During the day, when not in use, the iPads will be stored in the classroom.
- The minimum purchasing specs include a protective case to minimise the risk of damage if the device is dropped/in school bags when being transported to and from school.
- Students will not be permitted to use or carry iPads outside the classroom (in any area of the school grounds), or in the pick-up zone in the morning/afternoon.
- iPads must be stored in school bags when in transit to and from school.

### **How could the risk of my child losing their iPad at school or in transit be minimised?**

Parents may choose to have the iPad engraved for identification/extra protection – please ensure this will not void the warranty. The iPad has “Find My Phone” inbuilt and with this turned on, it is possible to find the whereabouts of the iPad when it is connected to the Internet. For more information from Apple if your iPad becomes lost or stolen, click [here](#).

### **Should we purchase a case and cover for the iPad, and if so, which one should we buy?**

Yes, we have included an iPad case as a recommendation in the specs that will minimise the risk of damage to the iPad. We suggest that the cover is one that ‘closes’ over the iPad with a front cover – keyboard preferable. We also recommend a waterproof cover, to protect the iPad in case of drink spillage in school bags. There are many competitively priced cases and covers on eBay or you can choose to purchase from a department store.

### **Who is responsible for insuring the device?**

Because the iPad will belong to the family, it will be the family’s responsibility to insure the iPad if it is lost or damaged. It is recommended that families consider including the iPad in their home contents insurance. *Apple Care Plus* for iPad provides up to two years of expert telephone technical support and additional hardware coverage from Apple, including up to two incidents of accidental damage coverage, each subject to a service fee. This cover does not include lost or theft. More information about *Apple Care Plus* can be accessed at [here](#).

### **What happens if the iPad is damaged or stolen by another child at school?**

The school will take every possible measure to protect equipment, however, accidents do happen. Ultimately, the person responsible for the damage will also be responsible for the cost of repairs. If a teacher damages a device, the school will cover the cost of repairs. If another child damages/steals a device, their family will be responsible for the cost of repairs/replacement. We will do all we can to avoid any loss/damage to student devices and will work with families to resolve any issues.

## 6. Equity and Access Questions:

### **What will happen if there are students who do not bring along a device?**

The school will offer shared school devices in the classroom. These devices will be pre-booked by teachers and accessed on a planned basis. School owned devices will not be permitted to go home with any student.

**What about parents who are keen to be involved, but cannot afford purchase of the device?**

We investigated the options associated with leasing or renting devices to parents, but are unable to offer this option. Please approach the Principal or Deputy Principal if genuine financial hardship is restricting your ability to provide your child with a device.

**7. Trouble-shooting or Other Issues:****Who do I talk to if I have a technical problem?**

The school employs an ICT technician to support technology across the school, including the BYO iPad program. Students will seek technical support through their classroom teacher. All warranty issues are to be addressed through individual suppliers. Parents are also encouraged to purchase [Apple Care Plus](#).

**Who do I talk to if there is a behavioural or cyber-security problem?**

Your first point of contact will always be your child's classroom teacher. If the teacher then feels it is necessary, he/she will make contact with a member of the School Leadership Team (i.e. Principal/Deputy Principal).

**Can my child use their iPad at before or after school hours care (e.g. to complete their homework)?**

The school has worked with Helping Hands (our Outside School Hours Care provider) to ensure students can complete homework on their device (when required), ensuring our expectations around the safe use of technologies is maintained. This has also been communicated with WOSAC.

**What if my question hasn't been answered here?**

Please ask. We welcome input from parents, staff and students and will update the FAQ section as the Program evolves.

## Should my child be on Social Media?

Parents can sometimes feel the pressure of pester power to allow their children on social media, even if they don't feel comfortable doing so.

While these services are a fun way to stay connected with others, there can be downsides like cyberbullying, risks to privacy and contact from strangers. If you allow your child to sign up to a social media service, consider these handy tips.

### Get in the know

Research the 'terms of use' and age requirements on social media services and explain them to your child.

### Keep it private

Show your child how to use privacy settings to control what others can see.

### Play nice

Encourage your child to respect others online and to always think before posting.

### Report

Show your child how to report inappropriate content, especially cyberbullying.

### Beware of bad eggs

Teach your child that not everyone they meet online can be trusted, even if they seem nice or friendly.

### Learn more

Keep up to date with popular social media sites at: [www.esafety.gov.au/quickguide](http://www.esafety.gov.au/quickguide)

### Talk

Maintain open communication with your child so they feel safe talking to you about any concerns.

### Join in

Create an account yourself and find out what your child is likely to encounter.

iParent (Information directly from the [Office of the Children's eSafety Commissioner](http://www.esafety.gov.au))

## Recommendations and Guidelines:

### General Precautions

- It is recommended that food or drink should not be next to your iPad when in use
- Cords, cables and removable storage must be inserted into, and removed from the iPad carefully.
- Students should never carry their iPad while the screen is open, unless directed to do so by a teacher
- The iPad should never be left in a car or any unsupervised area.

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Office of the Children's eSafety Commissioner

## Is there an age limit for kids on social media?

Most social media services and apps require users to be 13 years old to join.

WHAT ABOUT APPS? App stores set their own age ratings based on the app's content.

WHY 13? This is usually to comply with the Children's Online Privacy Protection Act of 1998 (COPPA)—a US law preventing the collection and storage of personal information from a child under 13.

### Age Guide to Social Media

SOCIAL MEDIA | TERMS OF USE - MINIMUM AGE REQUIREMENTS | APP STORE RATING | GOOGLE PLAY RATING

<b>ASK.fm</b>	ASK.fm	13+	12+	12+
<b>CLUB PENGUIN</b>	Club Penguin	All ages (Directed at 6-14 year olds)	4+	G-General
<b>EA</b>	EA (Electronic Arts)	18+ (With parental permission up to 17yrs)	n/a	G-General
<b>f</b>	Facebook	13+	4+	12+
<b>messenger</b>	Facebook Messenger	13+	4+	3+
<b>o</b>	Flickr	13+	12+	12+
<b>✓</b>	Foursquare	13+	4+	12+
<b>G+</b>	Google+	13+	17+	12+
<b>Instagram</b>	Instagram	13+	12+	12+
<b>keek</b>	Keek	13+ (With parental permission up to 17yrs)	12+	12+
<b>k.</b>	Kik	13+ (With parental permission up to 17yrs)	12+	12+
<b>in</b>	LinkedIn	14+	4+	3+
<b>Minecraft</b>	Minecraft	All ages (Parental permission required to create mojang account if user is under 13)	n/a	M-Mature (Pocket Edition)
<b>Moshi Monsters</b>	Moshi Monsters	All ages (Directed at 6-12 year olds. If user is under 13, parent's email is required)	4+	G-General
<b>P</b>	Pinterest	13+	12+	12+
<b>S</b>	Skype	18+ (With parental permission up to 17yrs)	4+	3+
<b>Snapchat</b>	Snapchat	13+	12+	12+
<b>S</b>	Spotafriend	13-19 yrs only	17+	16+
<b>Steam</b>	Steam	13+	17+	12+
<b>Tinder</b>	Tinder	18+ (Facebook account required to register)	17+	18+
<b>t</b>	Tumblr	13+	17+	12+
<b>Twitter</b>	Twitter	13+	4+	12+
<b>Vimeo</b>	Vimeo	13+ (With parental permission up to 17yrs)	17+	12+
<b>Vine</b>	Vine	13+	17+	12+
<b>WhatsApp</b>	WhatsApp	16+	4+	3+
<b>Yellow</b>	Yellow	13+ (With parental permission up to 17yrs)	12+	12+
<b>YouTube</b>	YouTube	13+	17+	12+

\* Age guide based on published Terms of Use and app store ratings as at April 2016.

[www.esafety.gov.au](http://www.esafety.gov.au)

- Students are responsible for ensuring the battery is charged for school each day.

### **Transporting the iPad**

- A protective bag has sufficient padding to protect the equipment from normal treatment and provide a suitable means for carrying the iPad within the school. The guidelines below should be followed:
- The iPad should always be within a protective case when carried.
- Some carrying cases can hold other objects, such as clipboard and exercise books but these must be kept to a minimum to avoid placing too much pressure and weight on the iPad screen.

### **Screen Care**

- The screen can be damaged if subjected to rough treatment. They are particularly susceptible to damage from excessive pressure and can be costly to repair.
- Do not lean on the top of the iPad
- Do not place anything near the iPad that could put pressure on the screen
- Do not place anything in the carry case that will press against the cover.
- Do not poke the screen
- Clean the screen with a soft, dry or anti-static cloth.

### **Damage at School**

All devices are monitored by teachers at school and rules are in place to prevent foreseeable problems and damage however, from time to time, accidents may occur. If any damage is through the negligence of the school, the school will cover the cost of the repair. If damage is caused by deliberate or careless actions of a student (owner or others), the costs of repair will be passed onto those involved and necessary behaviour consequences may apply. The decision around the responsibility for repair costs is at the discretion of the Principal.

### **Battery Maintenance**

The battery life of portable devices is improving as technological enhancements are made. To get the most out of the battery life of the iPads, follow these simple tips:

- Reduce the screen brightness to a comfortable level
- Lock the iPad screen when not in use
- Close all running apps when not in use
- Don't leave plugged in if already at 100%
- Turn off background App refresh

### **Security and Insurance**

While the BYO iPads will be securely stored during break times, parents are encouraged to seek personal insurance. Check with your preferred insurance company (or even the iPad reseller) about your personal insurance at home and, to and from school, for your iPad.

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## **Damages in Transit**

All iPads will require a protective case or sleeve when being transported. This will be an additional cost but is well worth the outlay as it is the best form of insurance for iPads and will often protect the device from impacts and accidents, especially when these sleeve type cases are inside a school bag.

## **Charging**

iPads brought to school will need to be fully charged. The power supply will be not required to be brought to school. The school will have a number of iPad power supplies to charge the iPad in the event of a battery being depleted. Leaving power supplies at home reduces the weight of the equipment student's transport to and from school and reduces likelihood of damage and/or loss. Battery life of all devices can be reduced dramatically when using display intensive processes. Testing has been conducted and normal class use of these Retina models will see the battery lasting all day if charged before school.

## **Occupational Health and Safety**

Students are advised to consider the following advice when using their iPad.

- Taking regular rest breaks (at least every 20 minutes; more often if the setup is not ideal to allow muscles and vision to recuperate).
- Not using the iPad for more than 2 hours in any session.
- Working in an environment free from glare.
- Using the iPad on a desk rather than on the lap whenever possible.
- Changing the viewing angle to minimise the need to bend the neck.
- Using a chair that maintains good posture.

## **Potential Hazards**

The main features of mobile devices that cause problems is the minimal amount of ergonomic adjustment – this promotes poor posture.

If the screen is at the optimal height for the operator then the keyboard is too high and if the keyboard is at the optimal height then the screen is too low. Both scenarios may contribute to muscle discomfort or strain to varying degrees.

## **Potential injuries that can occur through using iPad include:**

- Occupational Overuse Syndrome (OOS) (also known as repetitive strain injury (RSI) as a result of sustained unnatural postures and/or prolonged tension on muscles, tendons and other soft tissues.
- Eye strain through use in environments where there is poor lighting, glare or reflection and as a result of straining to view details on small screens.
- Manual handling strain through carrying the iPad for extended periods and/or lifting them out of awkward spaces. Strain may be the aggravation of an existing injury.
- Tripping hazards can also exist where the mobile device has external cables attached such as mains power cords or external drive connectors.

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## Minimising the Risk of Strain or Injury

- Whenever possible, place the iPad on a desk at a height where the elbows are at 90 degrees and the wrists are kept straight.
- Wherever possible sit in a comfortable chair at a desk.
- Take frequent rest breaks at least every 20 minutes but more often if the setup is not optimal to allow eyes and muscles to recuperate.
- Avoid using the iPad for extended periods (maximum of 2 hours in any session).
- Setting the screen at an angle that reduces, as far as possible, the need to bend your neck and minimises reflection.

## Preventing Eye Strain

Eyestrain and headaches can be caused by the constant viewing of small objects on small screens, incorrect monitor position, or glare or reflection from lighting sources. The risk of eyestrain can be reduced by ensuring students:

- Work in environments free from glare or reflection.
- Have adequate lighting.
- Increase font size for comfortable viewing.
- Position the iPad screen for comfortable viewing distance.
- Take frequent rest breaks. (An old but valid idea is the 20/20 rule that states “every 20 minutes look at something about 6 metres away for 20 seconds”).
- Regularly blink to lubricate your eyes.
- Adjusting the screen brightness, colours and/or contrasts can also assist in reducing eyestrain.

## Other Risks

We are committed at Windsor State School to ensure the safety of our students and staff when using wireless technologies and believe that we have a duty of care and need to provide a safe learning environment for all children.

In order to minimise exposure to wireless radiation, we adhere to the policy and strict guidelines set out by the Department of Education. For more information, click on the links below:

<http://education.qld.gov.au/smartclassrooms/pdf/safe-use-technology-facts.pdf>

<http://education.qld.gov.au/health/pdfs/healthsafety/electromagnetic-fields-factsheet.pdf>

**We also encourage these simple steps to reduce health risks (from [www.powerwatch.org.uk](http://www.powerwatch.org.uk) )**

- Avoid using Wi-Fi if it isn't necessary
- If a new classroom is to be built, or electrical work is to be carried out in an existing classroom, network cables can be added at the same time, providing wired network access with minimal extra cost and time.
- Situate access points as far away from child sitting areas as possible.
- Switch devices to airplane mode to use apps or watch videos stored on the device.
- Avoid placing a Wi-Fi enabled device on your lap. Use a desk, table or tablet holder.

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- Use headphones to keep the device's transmitter away from your head (non-bluetooth head sets)

For more information about EMR safety, refer to:

[http://www.arpansa.gov.au/pubs/factsheets/ReduceExposure\\_wirelessDevices.pdf](http://www.arpansa.gov.au/pubs/factsheets/ReduceExposure_wirelessDevices.pdf)

<https://www.apple.com/legal/rfexposure/ipad3,3/en/>

<http://www.wifi-in-schools-australia.org/>

<https://www.youtube.com/watch?v=LZ7o1sRjj2A>

## References

- Australian Standard AS 3590 screen –based workstations, workstation furniture and input devices.
- Occupational Overuse Syndrome – Keyboard Operators: Reducing the Risk.
- Workplace Health and Safety – <http://www.dir.qld.gov.au/workplace/index.htm>
- Using your device safely, Department of ED, Victoria
- Health and Safety in the Office – Department of Education, WA
- Officewise, Victoria Work Cover

## **BYO iPad Program Student Participation Agreement**



### **General Use**

1. I understand it is recommended that I bring my personal iPad to school each day.
2. I will ensure the iPad is charged at the beginning of each school day.
3. I will leave the iPad charger at home unless directed to bring it to school under special circumstances.
4. I will hold the iPad with two hands when carrying it and will walk with it all times.
5. I will ensure my iPad is kept in my school bag on my trip to/from school.
6. I will keep food and drinks away from the iPad at school.
7. I will immediately report any accidents or breakages to my parents and teachers.
8. I understand that the attached permission form grants the school authority to publish to web spaces designed to allow me to share and publish an authentic audience. This was only be done by following the guidelines provided by the school.
9. I understand that if any damage to a device is through substantiated negligence of the school, the school will cover the cost of repair. If damage is caused by deliberate or careless actions of a student (owner or others), the costs of repair will be passed onto those involved and necessary behaviour consequences may apply. The decision around the responsibility for repair costs is at the discretion of the Principal.

### **Content**

1. I will use the iPad only to support my school learning program whilst at Windsor State School.
2. I permit my teachers and parents to perform checks to monitor that I have not installed illegal/unsuitable software applications and content and to check the websites which I visit. I understand there will be consequences for inappropriate use including, but not limited to, loss of privilege of using the iPad for a period of time.
3. I am responsible to ensure my iPad is backed up.

### **Safety and Security**

1. Whilst at school, I will only connect my iPad to Education Queensland's Managed Internet Service. I am not permitted to access 3G Internet at school.
2. Whilst at school, I will only go to websites at school that support my learning activities.
3. I will only use my school email account for mail related to my learning.
4. I will be CyberSafe and CyberSmart when using the Internet.
5. I will demonstrate etiquette when using my iPad/other equipment with regard to other people.
6. I will only take photos and record sound video, when granted permission by my teacher.
7. The school name, crest or uniform will not be used in any way which would result in a negative impact for the school and its community. I will not post photos, audio or video of such.
8. I will use my iPad lawfully and in accordance with the Responsible Behaviour Plan for Windsor State School.
9. For security reasons, I am not to share account names and passwords with anyone unless requested by Windsor State School when servicing my iPad.
10. I am responsible for the security and use of my iPad while at Windsor State School.
11. When at school, I will not use iMessage.

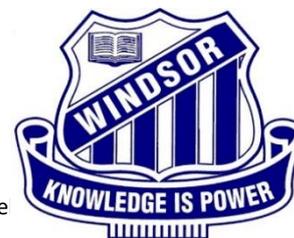
I understand if the above conditions are not followed, I will not be granted the authorisation to use my iPad at Windsor State School for a minimum period of one week. I understand that if I regularly breach the Student Participation Agreement, the authorisation to use my iPad at school would be removed for a longer period of time.

Name of student: \_\_\_\_\_ Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of parent: \_\_\_\_\_ Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Name: \_\_\_\_\_ Principal Signature \_\_\_\_\_ Date: \_\_\_\_\_

# Family Contract for Online Safety



1. I will not give out personal information such as my address, telephone number, parents' work address/te and location of my school without my parents' permission.
2. I will tell my parents right away if I come across any information that makes me feel uncomfortable.
3. I will never agree to get together with someone I "meet" online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
4. I will go online or play video games when my parents say it's OK and limit my online time so that it doesn't interfere with chores, homework or other activities.
5. I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away.
6. I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
7. I will not give out my Internet password to anyone (even my best friends) other than my parents.
8. I will check with my parents before downloading or installing software or apps or doing anything that could possibly hurt our devices or jeopardize my family's privacy.
9. I will be a good online citizen and not do anything that hurts other people or is against the law.
10. I will help my parents understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

I agree to the above.

\_\_\_\_\_  
Child sign here

I will help my child follow this agreement and will allow reasonable use of the Internet as long as these rules and other family rules are followed.

\_\_\_\_\_  
Parent(s) sign here

Items one through six are adapted from the brochure [Child Safety on the Information Highway](#) by Lawrence J. Copyright 1994, 1998, 2013 by the National Centre for Missing and Exploited Childr



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