Streeton
Primary School

One to One
iPad Program
Document

Providing 21st Century Learning Opportunities for ALL Students
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Education is no longer bound by the limits of the teacher, textbook, or the books in the school library.....
School vision

Central to the core values of Streton Primary School is the challenge we set to be innovative and inspiring in our search for excellence in curriculum, teaching, learning, performance and relationships, which produces engaged, robust citizens and lifelong learners capable of shaping our future.

The school one to one iPad program affords the opportunity for our students to enter a new world of curriculum possibilities, allowing engagement and involvement in their learning. Learning experiences across the school are purposefully designed to develop the attributes of a life-long learner. In this way, each student learns to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust, 21st century citizen, capable of shaping our future.

The intent is to provide our students with "anywhere, anytime" inclusive, engaging learning.

Participation

Option 1 – Parent ownership through your independent supplier

Parents will purchase an iPad2, iPad3, iPad4 or iPad Mini for their child to use at school and at home from your own independent supplier. This may include allowing their child to use an appropriate iPad that is already owned by the family.

Importantly, Streton Primary School will take NO responsibility for any warranty or insurance issues associated with the iPad that is supplied by you through your independent supplier.

Streton Primary School will provide Wi-Fi internet access at school for your chosen iPad.

Option 2 – Opt out

Parents have the option not to participate in the iPad program. Students without a 1:1 iPad will have limited access to "shared" classroom iPads during school hours.

Guidelines for participation

Prior to iPads being brought into the school:

- Each iPad will be registered on the school network.
- Parents must agree in writing to the terms and conditions of the one to one iPad program.
- Parents and students sign the Acceptable Use agreement.
- Students will participate in an induction program to ensure they are familiar with their roles and responsibilities when using their iPad.
- Parents must be responsible for the purchase of ‘apps’ specified by the school for the iPad.
- Parents must be responsible for creating an iTunes account for their child or managing an existing account.
Background Information

- It is important to ensure there is joint participation in this program between the student, parents and the school.
- The notion of responsibility for the iPad becomes inherent when iPads are allocated one to one rather than shared. Unique identification against individuals will ensure this responsibility and foster engagement.
- Apps for the iPad are an important educational resource that is essential to utilising the learning potential of the iPad.
- It is essential that parents manage their iTunes account. Further information will be sent home at a later date outlining the school apps to be purchased and downloaded prior to the commencement of the program.
- A formal induction program will explain students’ responsibilities and develop protocols for usage.

Caring for your iPad

- Avoid storing the iPad in your backpack without a protective cover – pressure from books can damage the screen
- Carry your iPad within its protective cover inside your normal school bag. Do not overfill your school bag (Pressure on the iPad can cause permanent damage to the screen and other components)
- Never leave your iPad in a car or in an exposed area where it can be stolen or overheat.
- Never leave your iPad in unsupervised areas during the school day. An iPad left unsecured may be confiscated to avoid exposure to theft.
- iPads are not to be used outside the classroom during recess and lunchtime.
- Before and After School Care students will be provided with a secure/lockable area for their iPads/school bags.
- At recess and lunchtime all classrooms will be locked.

Please refer to the following weblink for a detailed description on how to care for your iPad


Internet usage

Use of the iPad by students is governed by the Acceptable Use Policy that students and parents agree to for use of ICT within the school. Parents are also to familiarise themselves with the Acceptable Use Policy to further support their adherence outside of the school environment.
Any inappropriate use of the internet is unacceptable and is subject to disciplinary action and exclusion from the school networks and resources. Parents may be notified that the iPad has been confiscated.

Resources for parents and teachers are available at:

*Working with the Web*


*Net Alert*


**Background Information**

- Appropriate use of the internet service within the school network is closely monitored by a filtering system which allows for inappropriate content blocking by a regularly updated list of categories and sites. This does not apply to use of the iPad outside of the school network. Education and support are important for maintaining acceptable use of the iPad, particularly in relation to internet access.

**Non-school applications (apps) and files**

Personal apps, music and movies will be allowed for academic and recreational reasons, provided copyright obligations are met. Personal MP3 and other music files may be stored on the iPad. Downloading music, games and videos from the internet during school hours is prohibited except when directed by a staff member. Students are permitted to listen to digital music and/or participate in games on their iPad while at school when given express permission by a teacher for an educational purpose. Crude or explicit music or images will not be permitted at any time.

It is the student’s responsibility to ensure that there is enough hard drive space and memory available to engage in all educational requirements.

**Background Information**

Copyright is a significant issue with the increased access and availability provided through the iPad. Refer to the following for resources.

- The national Copyright Advisory Group (CAG) has developed the Smartcopying website http://www.smartcopying.edu.au/scw/go to provide a comprehensive guide to copyright issues affecting Australian schools


In developing our policy we considered:

- Music, MP3s and games can be used for many subject areas to support learning
• There is potential for distraction and disruption
• There is potential piracy, moral and ethical issues
• There are implications for storage and bandwidth.

In establishing policy around non-school applications such as games, there needs to be clear setting of expectations, and an attitude that promotes responsible use, rather than the more punitive deficit model.

Parents must ensure that any apps downloaded at home are suitable for a school environment regardless of whether the iPad is privately owned or the property of the school.

**Technical support**

• An IT technician will be available each week.
• Students are to inform their classroom teacher immediately of any problems.
• Forgotten passwords etc. may preclude the use of the iPad until the technician is able to modify it

**Web 2.0 applications**

Students must abide by the school's User Agreement whenever the school equipment or services are involved. This includes the iPad regardless of location.

The Internet User Agreement Policy contains specific responsibilities to ensure student safety:

• Students must keep themselves and friends safe by not giving out personal details, including full names, telephone numbers, addresses, images and passwords
• Students should be respectful in how they talk to and work with others online, and never participate in online bullying.
• Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student.

**Background Information**

• Despite the dangers associated with applications such as social networks widely publicised in the popular press, authorities such as the Federal Government’s NetAlert program clearly advise that banning them does not do anything to educate young people about their effective use
• It is important for parents to understand the various categories of programs that Web 2.0 now embraces, ranging from simple chat through to social networking technologies
Within schools in Victoria, applications such as blogs and wikis are readily available through the DEECD’s Global Teacher, which provides a useful vehicle for students and teachers to engage in extended dialogue and development of ideas beyond the traditional forums.

Parents need to monitor the home use of online Web 2.0 applications.

**Power supply management**

All iPads are to be fully charged at the commencement of every day.

**Background Information**

- The school will provide one additional charger per classroom that can be used as backup in exceptional circumstances.
- Simple development and reinforcement of the importance of the charging policy will ensure it does not become a classroom management issue.
- Use of power cords at school involves numerous practical and safety issues.
- If fully charged at home, the iPad battery will last for the duration of a typical school day.

**Backup / recovery**

Students will be responsible for their own backup of data at all times. This may be through iTunes or internet-based backup such as ‘Dropbox’ to regularly backup important work. The school will not be responsible for providing backup storage space for personal files (eg. Music, movies, games).
Part A: The schools’ support for responsible and ethical use of technology?

Streeton Primary School uses the Internet as a teaching and learning tool. We see the Internet and mobile technologies as valuable resources but acknowledge they must be used responsibly.

Your child has been asked to agree to using the Internet and Mobile technologies responsibly at school. Parents should be aware that the nature of the Internet means that full protection from inappropriate content can never be guaranteed.

At Streeton Primary School we:

- have a cyber-safe and responsible use program across the middle and senior school. We reinforce the school’s code of conduct’s, values and behaviours when using technology and the Internet
- provide a filtered Internet service
- provide supervision and direction in Internet activities and when using mobile technologies for learning
- utilise mobile technologies for educational purpose. e.g. Podcasts, photos from excursions
- work towards setting tasks that support your child to summarise information into their own words and reference material used
- provide support to parents to understand this agreement (e.g. language support)
- provide support to parents through information evenings
- involve all students in recommended initiatives to develop self-management strategies to be safe online.

iTunes Accounts

- It is a requirement of Apple that a person must be over 13 years of age to have an iTunes account.
- It is suggested that parents purchase an iTunes card to set up the iTunes account to avoid using a credit card.
- It is recommended that parents set up the iTunes account linked to their email address so that they will be aware of any purchases made via iTunes.
- Students will not be required to access the family iTunes account whilst at school. Parents can determine if their child has access to the password for their account.
- It is recommended that students back up their iPad through iTunes a minimum of once a week to avoid loss of content.
**Part B: Advice for Parents**

At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The Internet can be lots of fun.

If you have the Internet at home, encourage your child to show you what they are doing online. If not, see if you can make a time to visit the school to see their work and how the school uses the Internet.

Bullying, stranger danger, gossip, telling the wrong people personal information about yourself have long been issues for young people growing up. These are all behaviours which now present online. These are not “Virtual” Issues. They are real and can harm and hurt.

At home we recommend you:

- make some time to sit with your child to find out how they are using the Internet and who else is involved in any online activities
- ask them to give you a tour of their “space” if they are using a site which allows them to chat, publish photos, play games etc
- always get them to set the space to “Private” if they use a social networking site like Myspace, Bebo, Pixo etc – They are then in control of who contacts them and who accesses their information. They can block out anyone at any time.
- have the computer with Internet access in a shared place in the house – **not your child’s bedroom**
- negotiate appropriate times for you child’s online activities and use of mobile phones.
- ask questions when your child shows you what they are doing
  - how does it work and how do you set it up? Can you block out people?
  - who else is sharing this space or game - did you know them before or “meet” them online? What do you know about them?
  - why is this so enjoyable – what makes it fun?
  - can you see any risks or dangers in the activity - what would you say to warn/inform a younger child who was going to start to use the space?
  - what are you doing to protect yourself or your friends from these potential dangers?
  - when would you inform an adult about an incident that has happened online that concerns you? Discuss why your child might keep it to themselves.

Many students say they will not tell an adult if they are in trouble or ask for help because:

- they might get the blame for any incident
- they don’t think adults “get” their online stuff – it is for students only
- they might put at risk their own access to technology by either:
  - admitting to a mistake or
  - highlighting a situation that might lead a parent to ban their access. (Even to protect them)
Part C: Support Information for Parents Around the Agreement.

*When I use technology, both at school and at home I have responsibilities and rules to follow.*

Streeton Primary School sees the education of safe and ethical cybercitizens as essential in the lives of its students and as a partnership between home and school. 21\textsuperscript{st} Century students spend increasing amounts of time online learning and socialising. These online communities need Cybercitizens who “do the right thing” by themselves and others online, particularly when “no one is watching”. Safe and ethical behaviour online is explicitly taught at our school and we request this is supported at home. It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others, publishing inappropriate images etc.

*Behave in a way outlined in the schools’ Code of Conduct*

The schools’ Code of Conduct is not only the rules of the school but also the desired behaviours and values our school community believe are important for all of the students at your school.

*Not giving out personal details or details of other students including full names, telephone numbers, addresses and images and protecting password details.*

Students can be approached, groomed, and bullied online. They love to publish information about themselves and their friends in spaces like MySpace, blogs, Club Penguin etc.

We recommend that they:

- don’t use their own name, but develop an online name and use avatars where available
- don’t share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- don’t allow anyone they don’t know to join their chat or collaborative space. Use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) *Once it is published they have lost control of it.*

*Being respectful online and not participating in online bullying or hurtful behaviour.*

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face. Not all altercations are bullying but unacceptable behaviours need to be addressed.

- being online can make students feel that they are anonymous (however online interactions can be traced)
- the space or chat they use in leisure time might have explicit language and they will feel they have to be part of it
- often the online environment has very few adults
• participation in bullying or hurtful actions can take many forms in the online world. Forwarding the messages, telling others where to go and see any published images, content which has been deliberately posted to humiliate another person is all part of how a child can participate and contribute to the hurt or bullying of another child
• Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that the behaviours are discussed as separate from the technologies.

**Using the technology at school for learning, using the equipment properly and not Interfering with the work or data of another student**

By just taking care with the equipment, printing and downloading from the internet students can save time, money and the environment. Students often see the internet as “free.” Just looking at a page on the internet is a download and is charged somewhere. The repair and support of the school’s technology is another issue and as many computers are shared at school, their care is important.

**Not bringing or downloading unauthorised programs, including games, to school or run them on school computers.**

The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses etc and these put all of the schools equipment and student work at risk. The first virus to be written for a Macintosh was discovered in February 2010.

**Copying / Sharing with friends**

All actions are the sole responsibility of the student.

**Not go looking for rude or offensive sites.**

Filters block a lot of inappropriate content but they are not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, parents will be immediately informed and the student's internet access will be reviewed with the option of suspension of use for a period of time.

**Using the Internet / mobile technology at school to learn.**

It is important to realise that there is a time for fun and a time for work (even on the internet). Staying on task will reduce risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

**Remembering that the content on the web is someone else’s property so ask a teacher for help to get permission before using information or pictures**

All music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it.
By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember if an offer is too good to be true, the chances are it is!

*Thinking carefully about what is on the internet, questioning if it is from a reliable source and using the information to help answer questions.*

Not everything on the internet is true, accurate or unbiased. The school is teaching information literacy skills, which enables students to locate, evaluate, and use information effectively on the internet. Copying and pasting information can help organise arguments, ideas, and information but it is important that your child uses their own thoughts and language to express what they have learnt. If helping with homework ask open-ended questions. “Tell me about wombats” might encourage him/her to copy and paste facts / images etc about the wombat, but asking the question “What would a day in the life of a wombat be like?” encourages the student to think about different aspects of the animal’s life and draw together the different pieces of information they might have discovered.

*Talk to my teacher or another adult if I need help or see something I don’t like online etc…*

The internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online.

If you have any concerns about this agreement or internet safety contact the school or visit [http://www.cybersmartkids.com.au/for-parents_tips.htm](http://www.cybersmartkids.com.au/for-parents_tips.htm)
Part D: SETTING UP YOUR IPAD

Maybe you don’t know exactly what to do with your new iPad. Here is a step by step guide to set up a new iPad to make it ready for use. This guide will explain how you can set up your iPad from its unpacking, what options to select on iTunes and what settings you need to do on the iPad itself. We’ve tried to cover all necessary steps which you need to perform in order to get your iPad running.


DOWNLOAD ITUNES OR UPDATE YOUR ITUNES TO THE LATEST VERSION

From there, connect your iPad device to your computer using the cable that came with the device. In a matter of seconds, the iPad will sync to the iTunes program, introducing you to your tablet and helping you register your device and get set up further. The iPad will also be updated to the latest software edition, should it be an older model.

If this sync option isn’t a prompt don’t panic. You probably just don’t have the latest version of iTunes installed. If you haven’t updated, your iPad will charge but it won’t show up in iTunes.

Press continue to get to the setting up and click through the license agreement. Sign in with your iTunes account, or set up one up if you don’t have one already. You might get a message that says an iPad has previously been synced with your computer.

If this prompt comes up select “set up as a new iPad” and continue.

One thing you’ll learn about your iPad is that you run out of space a lot quicker than you think. **Don’t sync any media automatically.** We recommend that you place limited media on this device as school projects will take up a great deal of space.

Get In Sync
Don’t bother syncing any iPhone apps, as these will have no use in the classroom and they often are in a different format and are unusable.

Once your iPad is successfully synched through iTunes, all you need to do is start clicking and dragging. Considering your space availability, however, it is best practice to stick with manual uploading.

Disconnect your device and move over to the Settings menu, where you can set up wallpaper options. This usually includes uploading photos through Photos.

Below is a list of sites where you can find useful tutorial guides on how to get started using your iPad.

iPad Tutorial:

How to load apps:
http://www.apple.com/ipad/videos/#video-app-store

iTunes:

Photos:

Internet / Safari:

iBooks: (books/PDF’s)

All Tutorials:
Appendix 1: Acceptable User Agreement

When I use technology, both at school and at home I have responsibilities and rules to follow.
I agree to:

- be a safe user whenever and wherever I use that technology
- being respectful in how I communicate and work with others, never participating in online bullying. This includes supporting any harmful, inappropriate or hurtful online behavior, such as forwarding unkind messages
- report to an adult if I feel unsafe or uncomfortable online, or see a friend being unsafe or being made to feel uncomfortable by others.

When at school I agree to:

- behave in a way outlined in the schools’ Code of Conduct when online or using mobile technology
- keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password
- use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student
- not bring or download unauthorised programs or files
- not search for rude or offensive sites
- use an ‘online name’ and avatar when sharing my work
- remember that the content on the web is someone’s property and ask my teacher / parent to help me get permission if I want to use information or pictures
- question if what I read is from a reliable source and use the information to help me answer any questions, (I should not copy and paste the information as my answer), in my own words
- talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the internet
  - I come across sites which are not suitable
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private
  - I feel that the welfare of other students at the school are being threatened

When I use my iPad or other mobile device at school I agree to:

- use it as requested for learning purposes as directed by my teacher
- be responsible in my use and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

When using my mobile device as a camera I will:

- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved PRIOR to taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved PRIOR to publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in how I talk to and work with others online and never write or participate in online bullying
- seek teacher permission before uploading any content to websites, blog etc

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricula activities. I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be revoked if I do not act responsibly.

Student Name: ..................................................  Student Signature: .............................................

Parent Permission

I agree to allow my child to use the Internet at school. I have discussed the scenarios, potential problems and responsible use of the Internet with him/her as outlined in the Acceptable User Agreement.
I will contact the school if there is anything here that I do not understand. If there is a situation which concerns me, I will contact either the school or ACMA, Australia's Internet safety advisory body on 1800 880 176.
I have read, discussed and explained the Acceptable User Agreement with my child.

Parent/Guardian Signature : ..........................................................Date: ..........................
Appendix 2: Participation Form

Name: (parent or guardian)  
Contact email /telephone number:  

Name: (student)  

OPTION 1: Bring Your Own Device (BYOD)

iPad Make / Model  
Apple iPad2  
Apple iPad4  
Apple iPad Mini  

☐ I will use my own supplier to provide my child with the appropriate iPad as listed above. I am committed to ensuring this is purchased and available by the beginning of the iPad program.

OPTION 2: Opt out

☐ My child will not be participating in the 1:1 iPad program at this time. I understand that Students without a 1:1 iPad will have limited access to “shared” classroom iPads during school hours.

Signed: ___________________________  Date: ________________