



THE GAP STATE SCHOOL

*Proud of our past, realising our potential, ready for the future*



# The Gap State School

## iPad Policy

### 2024/2025

*Advanced, engaged learners and teaching teams  
through authentic collaboration and rich  
community partnerships.*

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This document is subject to change as required.

Updated August 2024.

## 1. Our Vision

At The Gap State School, we strive to help students become safe and responsible digital citizens in an increasingly connected and rapidly evolving local and global digital community. We believe in utilising technology to enhance and transform teaching and learning to provide innovative rich learning experiences based on the Australian Curriculum. Students need to be equipped with a skill set that best supports and prepares students as life-long learners. Inclusive and equitable access to technology, including online resources, in a safe, supportive environment means students will develop digital literacies and responsibilities, and come to appreciate technology as a tool to develop creative solutions to real world problems. Through these relevant and engaging inquiries, students will work towards becoming safe, confident, literate, numerate, collaborative, creative and active members of the global community.

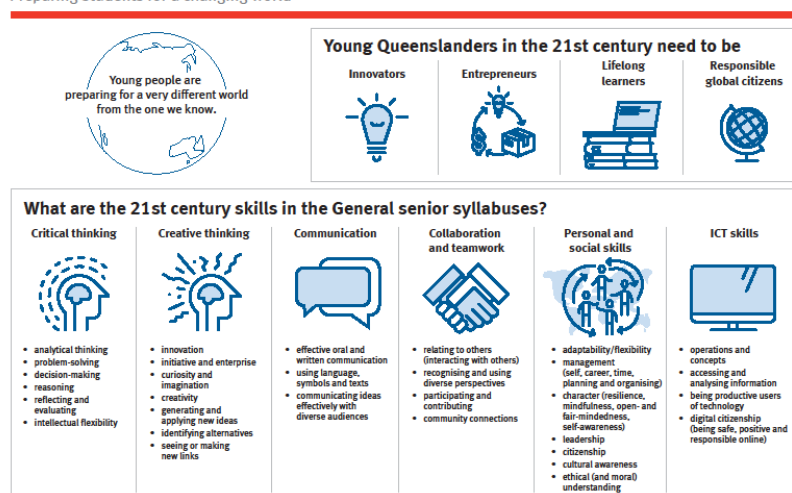
A way to achieve this vision is the implementation of a 1:1 program at The Gap State School that provides rich, innovative learning experiences across all learning areas within the Australian Curriculum. We aspire for our students to develop digital literacy skills and appreciate the affordances of technology as tools to create solutions to real world problems. We believe a 1:1 program will provide opportunities for engaging inquiries that allow students to be collaborative, creative and develop skills that supports life-long learning. A 1:1 program enables personalisation of student learning through access to their own device in an engaging and interactive environment. Students have the ability to record, save and retrieve individual work on their own device.

Benefits of a 1:1 iPad program include:

- Innovative delivery of the curriculum through the use of devices as a tool to enhance engagement and collaboration
- Personalisation of student learning
- Equal access and inclusion
- The ability to record and retrieve individual work
- Opportunities for students to demonstrate learning in new ways
- Student ownership and control over their learning
- Access to appropriate content and materials to support learning
- Multiple modes for sharing ideas and recording thinking
- Making local and global connections
- Personal responsibility of a device
- [21<sup>st</sup> century skills](#)

### 21st century skills

Preparing students for a changing world



## 2. Australian Curriculum

The Gap State School uses the Australian Curriculum to plan and implement learning programs for students. The Australian Curriculum is designed to help students become successful learners, confident and creative individuals, and active and informed citizens<sup>1</sup>. The Australian Curriculum has a three-dimensional design<sup>2</sup>, see image below.



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century<sup>3</sup>. The general capabilities are addressed through all of the learning areas of the Australian Curriculum. The General Capability of Digital Literacy informs aspects of The Gap State School's iPad policy.

### Digital Literacy<sup>4</sup>

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.



Students will practice digital safety by learning to manage online safety, digital privacy and identity and digital wellbeing. They will learn to investigate digitally by locating information, acquiring and collating data and interpreting data. Students will use digital tools to plan, create, communicate, collaborate when creating and exchanging information while respecting intellectual property. They will learn to manage content, protect content, and select and operate appropriate tools to complete digital tasks.

In addition to iPads, students will continue to have access to Windows laptops and other technologies such as [Dash Robots](#), Spheros, [Micro-Bits](#), Ozobots and more.

<sup>1</sup> Australian Curriculum Learning Areas Overview, <https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/>

<sup>2</sup> The Three Dimensions of the Australian Curriculum, <https://www.australiancurriculum.edu.au/f-10-curriculum/structure/>

<sup>3</sup> General Capabilities, <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

<sup>4</sup> Digital Literacy, <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-general-capability/digital-literacy>

## **Australian Curriculum Learning Areas**

The Australian Curriculum is made up of eight learning areas. Each learning area is interwoven with the seven general capabilities, including Digital Literacy. When planning, teachers at The Gap State School carefully consider curriculum requirements and how to ensure all students can successfully access the Australian Curriculum. This includes consideration as to how best to utilise digital resources, such as iPads, laptops, cameras, and more to support the learning process and allow students to demonstrate learning.

### **English**

English develops students' ability to use digital tools to communicate and collaborate, and read and access information. They use a range of tools to create and edit digital and multimodal texts and presentations. They select and evaluate sources, and respect intellectual property. They consider the suitability of information, audience and online safety when using digital tools.

### **Mathematics**

In Mathematics, students develop an understanding of digital literacy and related skills when they investigate, create and communicate mathematical ideas and concepts using automated, interactive and multimodal technologies. They draw on digital literacy skills to perform computations; construct graphs; conduct probability simulations; collect, manage, analyse and interpret data; experiment mathematically; share and exchange information and ideas; and investigate and model concepts and relationships. Digital tools with numerical, financial, graphical, spatial, symbolic and statistical functionality, such as spreadsheets, graphing software, statistical software, dynamic geometry software and computer algebra software, can engage students, enable them to work on complex and sophisticated problems, and promote understanding of core concepts.

### **Health and Physical Education**

Health and Physical Education enhances digital literacy by helping students to safely access online information and services to manage their health and wellbeing. Students develop understanding of the role digital tools play in their lives and relationships. They explore the nature of digital tools and the implications for establishing and managing relationships.

Students learn about ethical online behaviour, including protocols and practices for using digital tools for respectful communication. Students use digital tools for communicating, collaborating, creating content, seeking help, accessing information and analysing movement performances. They use a range of digital tools to analyse, measure and enhance movement performances. Students access and critically evaluate health information, products and services using digital tools. They also use digital tools to develop personalised plans for nutrition and physical activity participation.

## **Humanities and Social Sciences (HASS)**

In Humanities and Social Sciences, students develop digital literacy when they locate, process, analyse, evaluate and communicate historical, geographic, civic, economic and business information. Students access and use digital literacy, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of historical, geographic, civic, economic and business relevance, being aware of intellectual property. They critically analyse evidence and trends, and critique source reliability. Using digital literacy, students present and represent their learning, and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally, using multimodal elements for a variety of reasons and audiences.

Students enhance their digital literacy by exploring the increasing use of technology and the effects of technologies on people and places, and civic, economic and business activity. They learn about and have opportunities to use social media to collaborate, communicate and share information, and build consensus on issues of social, civic, economic, business and environmental significance, while using an awareness of personal security protocols and ethical responsibilities.

## **Science**

Students develop digital literacy as they operate and manage digital systems and practise digital safety and wellbeing while investigating, creating and communicating. In particular, they use digital literacy to access information; collect, analyse and represent data and information; model and interpret concepts and relationships; and communicate science ideas, processes and information.

Digital tools such as animations and simulation software can support student understanding of abstract phenomena, as they give opportunities to view phenomena and test predictions that cannot be investigated through practical investigations in the classroom.

## **Technologies**

In the Australian Curriculum there are two strands of the Technologies curriculum – Design and Technologies and Digital Technologies<sup>5</sup>.

In Design and Technologies students learn how to operate specific digital tools to help them realise their design ideas. This occurs, for example, when investigating needs or opportunities, or researching and analysing information. It also occurs when they generate and communicate design ideas, processes and solutions (from basic drawing and modelling programs to computer-aided design or manufacture, rapid prototyping and creating simulations). And also, when they develop plans, schedules and processes; and collaborate online to create innovative and enterprising designed solutions.

Digital Technologies explicitly supports the development of digital literacy across the curriculum. Together, Digital Literacy and Digital Technologies give students the opportunity to become discerning users, productive creators, critical analysts and effective developers of digital solutions. Digital literacy is context

<sup>5</sup> Technologies, <https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/>

dependent and involves students developing the knowledge and skills needed to learn effectively in the digital world. Development of digital literacy allows students to operate and manage digital systems and practise digital safety and wellbeing while investigating, creating and communicating. As students develop digital literacy skills, they build their understanding of how to utilise digital tools when designing digital solutions. While specific elements of Digital Literacy are addressed in Digital Technologies, concepts and skills are consolidated and extended across all learning areas and subjects including Design and Technologies.

### **The Arts**

Digital Literacy can be developed in each of The Arts subjects through:

- experiencing arts works that are created or accessed using digital tools
- making arts works using available digital devices, tools or production techniques
- using digital tools and online or networked spaces and environments for sharing and engaging with arts works, artists and audiences
- using digital tools to develop skills and practice (individual and collaborative).

### **Languages**

Languages develops students' digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

### 3. Pedagogical Approaches

iPads will be utilised at The Gap State School to improve student engagement through innovative teaching and learning, cooperative inquiry learning and use of interactive software that provides immediate feedback.

Clear rules, routines and procedures will be in place to ensure the successful use of iPads to improve learning and engagement for students at The Gap State School. These are outlined in detail further in this document. The Gap State School continues to hold high expectations of student behaviour and achievement.

Teachers will carefully plan not only how iPads can be used to enhance curriculum delivery, but also to ensure high levels of collaboration and communication between students and teachers. Students will co-view content through collaborative learning activities with high levels of social engagement and interaction. Teachers will enhance citizenship and community connections by creating opportunities for students to communicate with others in the local and global community.

iPads will support differentiation and personalised learning for all students. iPads allow teachers to provide personalised learning resources and customisable digital resources to improve learning experiences. iPads can be used to improve engagement by challenging all students and allowing for individual student success. iPads provide assistance for students with special educational needs.

Students will have opportunities to demonstrate learning in a variety of creative ways, including pencil and paper, audio recording, video recording and more. iPads will be used as an additional resource for students to access content in new ways, access modelled instruction in new ways, set individual goals, and reflect on self, peer and teacher feedback.





## 4. Implementation

### Why the iPad?

Currently the only device used for our 1:1 device program is an iPad. This decision was made as part of the ICT Review in 2019 and is reviewed yearly by considering other options in terms of cost, versatility to align with curriculum planning and ability to connect to the school network. Advantages of the iPad include:

- Consistent approach to ensure best productivity with regard to maximising student learning.
- Access knowledge and information through the range of content and creation apps to support learning.
- Access to information on the internet as needed through wireless connectivity.
- Access to rich media including digital stories, images and videos.
- Increased productivity through quick loading of apps and quick responses of the iPad.
- Collaboration through text, audio and video-based communication tools
- High student engagement both independently and collaborative.
- Personalised learning.
- Reliable operating system.

### Year levels

At The Gap State School students in year 4-6 will participate in the 1:1 iPad program. This program began with year 4 and 5 in 2021 and over 2 years was phased into Year 4-6 classes. The iPad will remain with the individual student as they move through each grade.

### iPad Program Options

Families at The Gap State school have three options for the iPad Program. These are:

- a) purchasing a new iPad with optional accessories through [Queensland Computers](#), an external provider;
- b) bringing a device which can be purchased at a location of the families choosing or an iPad from home or previously used by an older sibling moving onto high school;
- c) accessing a shared school equity device

#### **a) Purchasing**

iPads are purchased through a purchasing portal provided by an external company, QLD Computers. This is to ensure that all iPads meet the minimum requirements and support the installation of school management software.

In addition, **parents will be invoiced \$150 by The Gap State School at the beginning of Year 4**. This fee will cover the cost of device setup, configuration, installation of apps and software and technical support during the student is at The Gap State School. The management fee also includes management software, which deploys apps and manages policies on each iPad until the student leaves the school. These software

options allow consistent configuration of school managed device and supports our priority to manage the devices as a learning tool, restrict potential harmful content and support parents who do not need to manage the devices at home.

To purchase an iPad through the Purchasing Portal please go to

<https://edu.queenslandcomputers.com.au/collections/thegapss> (Passcode: StrivingForSuccess2024).

Payment can be made through the portal or you can contact QLD Computers to place an order over the phone. All purchases made through the purchasing portal will be delivered to the school for configuration and preparation for use at the beginning of the school year. Please note, the company will ask for your address as part of their purchasing policy, the device will still be delivered to the school.

#### Items available to purchase through the portal are:

- **iPad Options:** iPad (10<sup>th</sup> Gen) Wi-Fi 64GB or 256 GB in silver, blue, yellow or pink
- **Optional accessories:**
  - Madico ProtectionPro® Untra2 Pro Screen Protection (fitted by Queensland computers)
  - Apple Pencil
  - 13.3" Contego™ Armoured Slipcase
  - STM Dux Plus Case^
  - Corded Headphones

^The STM DUX offers excellent protection for the device and has been chosen based on its recommendations from other schools. This is the case that is used on iPads currently in the school. The STM DUX is certified to exceed the US military's MILSTD-810F/G protocol, and is tested to protect against repeated drops from heights of 2 metres on to a hard surface.

#### Delivery

Due to anticipated delays in stock, which occur each year between September to January due to anticipated new model releases and holiday shopping, there may a long wait between purchase and stock delivery. This means ordering needs to open in Term 3, closing towards the end of Term 3, to ensure sufficient time for ordering, receiving stock, delivery to The Gap state School and configuration ready for the start of the new school year. The portal will remain open for further orders and stock will arrive as it becomes available, however, may not be available to your child for the first day of school.

#### b) Bring Your Own Device (BYOD) Option

To supply an iPad, referred to as *Bring Your Own (BYO)*, families will need to indicate via the survey emailed to families in Term 2 or make the request by emailing [TGSSiPadProgram@thegapss.eq.edu.au](mailto:TGSSiPadProgram@thegapss.eq.edu.au) to confirm specifications. Contact details from the survey or email will be used to contact families intending to BYO closer to the end of the school year to make arrangements for the school technician to access the device prior to the beginning of the new school year. **Parents will be invoiced \$150 by The Gap State School at the beginning of Year 4** for configuration of the device, software costs and ongoing technical support for the time the student attends The Gap State School.

**The following conditions must be met to be eligible to provide a BYO device** (please note, these conditions may vary slightly as software updates are released):

1. The iPad must be an iPad 6th, 7th or 8th Generation or a 9.7" iPad Pro Gen 4 or above, wifi only (If the iPad is cellular-capable, the device **MUST** have its SIM card removed). Unfortunately, iPad Minis are not acceptable due to the size of the screen and their incompatibility with NAPLAN online.
2. iPads that are brought from home must be enrolled in the school's Mobile Device Management (MDM). In order for this to take place the device **MUST** be wiped and reset to factory settings. This is essential for two reasons. Firstly, enrolment in the school's MDM allows the school to both deploy apps and set policies that allow for the effective use of the devices in the classroom and protects students and their classmates. This includes a restriction on installing apps on the device. Secondly, the devices must be wiped so they can be properly "supervised" by the MDM system, which is a technical requirement for enrolment in the MDM. Enrolment in MDM and configuration will be done at school during the week before the start of Term 1, during the Pupil Free Days. **Therefore, it is essential that families back up files and photos from the device prior to bringing in the device.**

It is highly recommended that the iPad is protected by a case rated to MILSTD 810 G/F, such as the STM DUX Plus.

### **Technical Support**

Whether families purchase a device through *Queensland Computers*, purchase a device elsewhere, or make use of an already owned device, all families participating in the 1:1 iPad program will be invoiced an one off, initial fee of \$150 which is used to fund technician time for configuration of the device, software costs and ongoing technical support for the time your child attends The Gap State School.

At the end of year 6, or when your child leaves The Gap State School, the technician will **wipe the device** and remove the software required by the school to manage the iPad and, as the iPad has been purchased by the parents, will return the reset device to the student to take home. Families will be given notice towards the end of year 6 to allow for backing up of required files and photos prior to resetting the device as these will not be able to be retrieved once this process has occurred. Throughout Year 4, Year 5 and Year 6 students have access to and are encouraged to use OneDrive to back up files and photos and this account and file access will transition with them into their state High School.

### **Equity and Access**

The Gap State School understands that the iPad Program may be a financial burden to some families. The school is willing to make individual arrangements with families experiencing financial difficulties or hardship. Families are asked to contact the school office to discuss and organise financial support.

The school will have some school devices in each classroom which will provide students with access to the technology to support teaching and learning, however these devices will be shared with other students and will not go home with students. Additionally, students using shared devices are expected to ensure they sign out of used software diligently after each use to safeguard their digital footprint.

**Measuring Success and Yearly reviews**

To ensure ongoing success of the iPad program, we will collect data, mainly qualitative in nature, which provides an insight into various aspects of the program including levels of engagement within curriculum areas and the ability of students to direct their own learning. We will collect data from students, teachers and parents throughout the year, including asking students to regularly self-reflect on their learning and the use of the iPad.

This data, as well as reviewing device options, suitability and costings, yearly discussions with the principal, P&C executives, the school and departmental technicians guides decisions made for the following school year.







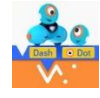








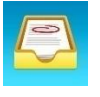























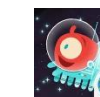
## 5. iPad Usage

### Apps for the iPad

The 1:1 iPad program ensures that all students have equal access to required resources to engage successfully with the curriculum, including apps and online resources. As iPads are school managed, the accessibility and apps on each device is regulated by the school. Staff select a range of apps that are most suitable for the curriculum for each year level, including Microsoft Office and Apple apps. These apps will be reviewed regularly and changes to the app requirements will occur as needed. While the school endeavours to utilise appropriate free software, some apps may need to be purchased.

As the devices will be managed by the school for learning purposes, no additional apps will be able to be installed by families. Parents can contact [TGSSiPadProgram@thegapss.eq.edu.au](mailto:TGSSiPadProgram@thegapss.eq.edu.au) to make the request for additional apps to support student learning if required and arrangements will be made for parents to purchase and install these apps.

Apps that will be installed on the iPad include, but not limited to:

|   |   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|---|--|---|---|---|
|   |   |   |   |   |   |   |   |   |   |
| Book Creator  | Inspiration Maps  | Tayasui Sketches  | NAPLAN App  | Puppet Pals   | Ozobot Bit  | Blockly  | Sphero Edu  | Micro:Bit   | Tinkercad   |
| \$7.99  | \$14.99   | FREE  | FREE  | FREE (limited)  | FREE  | FREE   | FREE  | FREE  | FREE  |
|  |  |  |  |  |  |  |  |  |  |
| Makeblock Neuron  | Stop Motion Studio  | ChatterPix Kids   | Bluebot   | Seesaw  | Showbie   | ShowMe Interactive Whiteboard  | Minecraft Education Edition   | Study Ladder (shortcut)   | Scratch (shortcut)  |
| FREE  | FREE  | FREE  | FREE  | FREE  | FREE  | FREE   | FREE  | FREE  | FREE  |
|  |  |  |  |  |  |  |  |  |  |
| Sora by OverDrive (ebooks)  | Clickview   | Study Ladder (shortcut)   | Kahoot  | Epic  | WordWeb Dictionary  | Mathletics   | Read Theory (Shortcut)  | Typing.com (shortcut)   | Google Earth  |
| FREE  | FREE  | FREE  | FREE  | FREE  | FREE  | FREE   | FREE  | FREE  | FREE  |
|  |  |  |  |  |  |  |  |  |  |
| 10min a Day   | Tables quiz   | Sushi Monster   | Maths Learning Centre   | Apple Apps  | Microsoft Office  | Post-it®   | Skyview Lite  | Governing Australia   | Morphy  |
| FREE  | FREE  | FREE  | FREE  | FREE  | FREE  | FREE   | FREE  | FREE Year 6   | FREE Term 2 Year 5  |

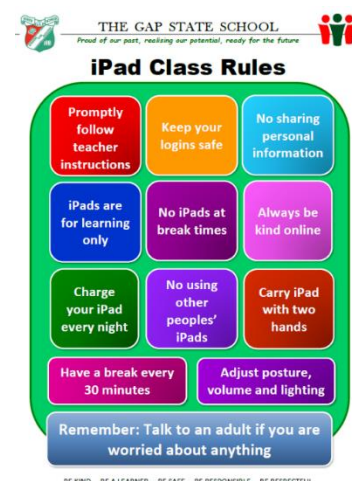
Please note, these apps are regularly reviewed and are subject to change.

## In the Classroom

iPads will be used to support learning at various times throughout the day, and will be used across all learning areas, as outlined in the Australian Curriculum. There will be a balance of technology and traditional pedagogical practices in each classroom.

At The Gap State School students will continue to regularly partake in explicit handwriting lessons and will complete written work in their exercise books regularly.

Teachers will respond to student misuse of iPads using existing school and classroom rules, iPad expectations and student agreement form, and will contact parents if concerns arise. These rules and expectations are explicitly taught by teachers at the beginning of each school year.



## Using the iPad at Home

It is expected that iPads will go home with students for charging and to celebrate success with parents, share learning journeys, finish tasks and/or complete homework. As the iPad is managed by the school, it will be for educational purposes only and will not contain entertainment apps. Information will be provided to parents to limit screen time and families are encouraged to set clear expectations around usage when the iPad comes home. Families can negotiate for an iPad to stay at school with the classroom teacher and Principal if that is the preference. However, privately owned iPads are not covered by school insurance should an incident occur. Families will need to make arrangements with their own insurance providers.

Whilst at home, the iPad should be stored securely and be charged after each use. Parents and students are expected to adhere to the same rules of use, as outlined in this document, to care for the device and use it responsibly.

Parents are responsible for monitoring iPad and internet use at home. Departmental internet filters are only applied when iPads are used on the school network and families are encouraged to investigate additional web filtering and child protection options for home internet services.

## Charging

**iPads should be brought to school each day fully charged.** The power supply and charging cable are not required to be brought to school. Leaving power supplies and charging cables at home reduces the weight of the equipment students transport to and from school and reduces the likelihood of damage and/or loss.

## Transporting iPads Between Home and School

When the iPad is transported home and back to school, students are expected to transport the device in their school bag and to carefully manage to transition to ensure damage does not occur to the iPad, i.e. the

student should not throw their bag onto the ground or sit on their bag, etc. Upon return to school, the iPad should be fully charged, ensuring the student has the required equipment for a day of learning.

It is highly recommended that families organise a protective bag or sleeve which would provide a suitable means for carrying the iPad to and from school. Some of these carrying cases can hold other objects but these must be kept to a minimum to avoid placing too much pressure and weight on the iPad screen. Sleeves will be available for purchase through the purchasing portal.

### **Screen Care**

Students are required to care for their own devices. Students are expected to clean the screen with a soft, dry cloth or anti-static cloth. Students should not lean on or place pressure on the screen of the iPad. Students are expected to report any damage immediately to their teacher and parent.

The screen can be damaged if subjected to rough treatment and may be susceptible to damage from excessive pressure. This can be costly to repair. To avoid damage:

- Do not lean on the iPad;
- Do not place anything near the iPad that may place pressure on the screen;
- Do not place anything in a carry case, bag or sleeve that will press against the screen;
- Do not poke the screen or use anything on the screen except your finger or stylus.

### **Insurance**

As this is a privately owned device insurance is the responsibilities of families, rather than the school. We encourage families to speak to their insurance provider to discuss insurance options.

While teachers will take upmost care of devices and establish clear routines and expectation, accidents may still occur and it will be the family's responsibility to organise repair through Apple, using their *AppleCare+* protection plan if applicable or their own insurance cover.

### **Homework**

Teachers at The Gap State School determine appropriate homework expectations for their year level based on departmental expectations and the school's homework policy. These expectations will be shared with parents at the classroom information evening held at the beginning of each year. This homework may include online activities such as Mathletics, as it has for many years.

### **Friday Sport:**

To avoid damage, loss or theft iPads will remain at school in classrooms during Friday sport, whether they are playing at school or elsewhere. To ensure continuity of learning and routines the iPads will still come to school on a Friday. iPads will be securely looked in classrooms and class teachers will open classrooms at the end of the school day for students to collect their iPads before leaving for home. In the case that a teacher returns late, e.g. due to bus arriving back late, iPads may need to remain at school over the weekend.

## **Health and safety**

Teachers and students will consider the following when using the iPads:

- **Screen Time**

Student will not use the iPad for more than 1.5 hours during the school day. This allows for 30min of homework or personal use of the iPad outside school hours and not exceed the recommended maximum 2 hour of screen time per day<sup>6</sup>.

- **Rest Breaks**

Students should not be using the iPad continuously for more than 30 minutes at a time. At this point students should have a break from using an iPad.

- **Preventing Eyestrain**

To prevent eyestrain, students are expected to use iPads:

- In an area with adequate lighting where glare has been taken into consideration
- Increase font size for comfortable viewing
- Positioning the screen at a comfortable viewing distance
- Take frequent rest breaks
- Frequently blink to lubricate eyes
- Adjust screen brightness, colour and contrast as needed to reduce eyestrain

- **Posture**

To maintain appropriate posture, students are expected to:

- Use the iPad on a desk, rather than lap, whenever possible
- Use a chair that maintains good posture
- Change the viewing angle to minimise the need to bend the neck

- **Preventing hearing damage**

It is recommended that students use noise cancelling headphones, or headphones, rather than ear buds. If required, there is an option to adjust the maximum volume in the iPad settings. To prevent hearing damage, students are expected to:

- use iPads at an appropriate volume, 85dB or less<sup>7</sup>, with a recommendation of using the device at no more than 60% of full volume<sup>8</sup>
- limit time spent listening with headphones to 1 hours per day
- have regular breaks

<sup>6</sup> Healthier QLD: Screen Time, <https://www.healthier.qld.gov.au/healthy-families/screen-habits/screen-time/>

<sup>7</sup> World Health Organisation: Make Listening Safe, [https://www.who.int/pbd/deafness/activities/1706\\_PBD\\_leaflet](https://www.who.int/pbd/deafness/activities/1706_PBD_leaflet)

<sup>8</sup> Safe use of headphones, <https://education.qld.gov.au/initiativesstrategies/Documents/portable-music-players-headphones-fact-sheet.pdf>



## 6. Guidelines for working on a School Network

### **Internet use at school**

Students at The Gap State School will use the internet, and apps that are web based, to support their learning and are expected to adhere to the school expectations for internet use. Internet is accessed through the school network, requiring the students to log onto the internet using their Department of Education user name and password. Internet access is provided and content-filtered by the Department of Education. The departmental filtering system provides a layer of protection to staff and students against inappropriate web pages, spyware and malware while using the school network. However, despite departmental controls and filtering, students may accidentally access inappropriate information. Students are expected to report any internet site accessed that is considered inappropriate to the school who will work with the department to update filters to block this content in the future.

### **Email**

Students at The Gap State School have access to a Department of Education email account, which they can access at school or home for the purpose of learning. Emails are monitored by the Department of Education for inappropriate use, content and language.

### **Digital Citizenship**

Students at The Gap State School are expected to be responsible digital users. Students should be mindful of their online behaviours and content they share online. Students should be conscious of how they portray themselves and respond to others, as well as how they interact with others online. To participate in the iPad program students will sign an agreement form to indicate their acceptance of, and intention to uphold, the expected behaviours at The Gap State School.

### **Cybersafety**

Students are expected to safely engage with online and digital resources. If a student accesses or receives inappropriate content they are required to report it immediately to their teacher. Students should never knowingly share inappropriate content, including messages sent directly to them, chain letters, and spam. Students must never send, post or publish inappropriate or unlawful content, threats or harassment of another person, false or defamatory information about a person or organisation.

### **Third Party Apps and Websites**

The department has very clear guidelines around third party software. Schools are provided a list of third-party software and the level of security they offer in terms of student information. The apps selected for use in the school are cross check on this list to ensure student privacy is protected. If the third-party

software collects student information, we seek parental consent. Information sent to families will clearly outline what data the software requires and request parental consent for each third-party software used. Students whose parents have not given consent are provisioned through other means, e.g. other software options not needing an account or paper-based alternatives. The digital consent form will be sent to families at the beginning of year 4 each year and is completed once for Years 4-6, unless new software is added. Parents are able to change the consent/s at any time.

### **Privacy and Confidentiality**

Students must not use another person's username or password to access the school network, internet, software or apps. They must not access another person's files, email or device.

Students should not share any personal information on the internet, in an app or to unknown requests for information. Students should also never share personal information of another student or staff member without explicit permission from that person.

### **Intellectual Property and Copyright**

Students should never plagiarise information and should adhere to appropriate copyright expectations, including acknowledging the original author and source of any information, images, audio, etc.

It is also a requirement of the Australian Curriculum, General Capabilities Digital Literacy V9.0:

- **Year 3 and 4** – respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- **Year 5 and 6** – respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions

### **Misuse and Breaches of Acceptable Use**

Students should be aware that they are held responsible for their actions while using the internet and online resources. Students will be held responsible for any breaches of expectations caused by another person/s knowingly using their account to access the internet and/or online resources. The school reserves the right to restrict students' access to the school network and internet to ensure the safety and security for all students. Misuse and breaches will be investigated and students involved may face disciplinary actions in accordance with the school's Student Code of Conduct.

## 7. Opting Out

Students will not be educationally disadvantaged if families choose to opt out of the 1:1 iPad program.

As the iPad is a tool for learning, it will be one of many tools that can be accessed to complete the learning as outlined in the curriculum. We will continue to utilise shared school devices in each classroom for students to use in their learning journey and a range of additional resources in the school, such as the laptops and a variety of programmable robots. As these devices are shared, there is limited ability to store and revisit prior learning completed on the device and it will not be possible to take the shared devices home for homework or sharing of work.

If families are opting out of the 1:1 iPad program due to financial reasons, students will still have access to shared school devices to participate in a variety of learning activities. Families experiencing financial hardship or difficulty purchasing devices due to multiple children entering the program next year are welcome to contact the school to discuss their options.

In Term 1, we will once again invite families to opt into the 1:1 iPad program. We would encourage families to reconsider participating if willing.

## 8. Student Agreement Form

### iPad Program Student Agreement Form

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**General use:**

1. I will ensure the iPad is charged at home each afternoon/evening so it is fully charged at the beginning of each school day.
2. I will hold the iPad with two hands when carrying it and will walk with it at all times.
3. I will keep liquids, food and drinks away from the iPad at all times.
4. I will immediately report any accidents or breakages.
5. I will position the iPad correctly to avoid back and eye strain.
6. I will carefully store the iPad when the iPad is not in use.
7. I will cease using the iPad immediately as directed.

**Content:**

1. I will use the iPad only for the purposes my teacher tells me.
2. I understand staff will perform checks to monitor content and to check the websites I visit.
3. I understand there will be consequences for inappropriate use including, but not limited to, loss of privilege of use of the iPad for a period of time.

**Safety and Security:**

1. I will only go onto the internet to websites at school that support learning activities, as instructed by my teacher. I will not share any personal information on any website.
2. I will only use my school email account for emails relating to my learning. I understand that all emails to/from my school email account are monitored and there will be consequences for inappropriate use.
3. I will only take photos and record sound and/or video when granted permission by my teacher and by any person/people to be included in the photo, video or audio recording.
4. I will not share any usernames or passwords with anyone unless requested by staff when servicing the iPad.
5. I will use the iPad lawfully and in accordance with The Gap State School's Student Code of Conduct.
6. I understand that I am responsible for the iPad and will ensure it is on my person or in my classroom if not in use. I will not leave the iPad unattended in an unsecure location.

I have discussed all of the above expectations with my parent/s.

I understand my teacher will explain these expectations to me at school and show me how to follow them.

I understand should I not follow the above expectations, disciplinary action may occur.

Name of student: \_\_\_\_\_ Student signature: \_\_\_\_\_

Name of parent: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

Authorised at The Gap State School by:

Principal name: \_\_\_\_\_ Principal signature: \_\_\_\_\_

Date: \_\_\_\_\_