



The Gap State School 1:1 iPad Q&A



If the school moves forward with the BYO option does it have to be an iPad or can it be an android tablet?

When we say BYO, this does not mean Bring your own device from home. We will be asking families to provide an iPad meeting minimum specifications to allow for consistency when accessing the network, security protocols and apps. Research has shown that mixed devices in a classroom does not yield as successful results as a consistent device.

If a child already owns an iPad can they bring it in instead of buying a new one or using the lease arrangement to pay for one over 3 years?

We are still considering this option for the BYO model, but not the lease arrangement model. For this to be a possibility the already owned iPad would need to meet the required minimum specifications.

What are the minimum specification requirements for BYO iPad?

We are working with school and district technicians to determine the specification requirements most suitable to our school infrastructure and to best suit our needs.

Will you make both options available for parents to choose?

In the near future, we will seek feedback from the families in our school community to determine the parent commitment to initiative and preferred model, BYO or lease arrangement. This will help guide our proposal and develop policies and structures to support the successful implementation of the preferred model.

Will students be transporting devices to and from school?

If students are participating in the BYO model, iPads will be the responsibility of the family, including safe transportation to and from school so private insurance is recommended. If students are participating in the lease arrangement model iPads will remain at school.

I have concerns about damage to the iPads and expense incurred on my family. What will the school do to minimise the risk and will the lease arrangement include insurance in the event of damage of the student device?

Under the lease arrangement the school will be responsible for managing the iPads, including replacement and repairs of any damaged devices. Under this arrangement iPads will remain at school which will reduce the risk of damage as they are not being transported to and from school.

If the school moves ahead with the BYO model it is recommended that parents organise insurance for the iPad. An iPad policy and student charter will clearly outline expected behaviour, including appropriate ways to use and carefully handle an iPad. Students who do not adhere to the student charter will receive appropriate consequences, including possible loss of privileges.



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What device security and safety provisions would be made for kids having to attend before and after-school care, band/choir practice outside of school hours, etc.?

In a BYO model families and students are responsible for the iPad as it transitions to and from school. Students would be responsible for careful storage of the device and their bag during band and choir practice. While no arrangements have yet been made with YMCA in regards to devices, it's possible that an arrangement could be put in place, similar to mobile phones which are currently handed into the YMCA office when students arrive. Under a lease arrangement, iPads would remain at school.

Why should parents have to pay for iPads?

Education Queensland provisions for technician time, infrastructure maintenance and resourcing. At TGSS we aspire to keep up with the rapid pace of updating, upgrading and enhancing the ever changing technology. We can work together in partnership to all contribute to innovative curriculum delivery and engagement, with iPads being one of the tools to support this agenda.

Why are we starting in year 4 rather than in year 6, and in so doing setting them up for a device in high school?

By starting in year 4 students will have use of the device during 3 years at TGSS, rather than only one if we start in year 6. While some high schools do use an iPad they may have different specifications for the iPad or may require a laptop which would mean another purchase only one year later.

If this is coming in in 2020, how are year 4 families going to find the extra money to purchase this before the end of January?

In the near future the school will present the different options to parents for a vote and seek feedback on the timelines for implementation. We want to reassure parents that we are mindful of the costs incurred by either models and will work with families in due course to consider timelines and make decisions.

Is there an indication of what the cost range will be for the technician fee?

At this stage we are investigating how much time will be needed to set up the iPads, install the required apps and other factors which will enable us to determine what the technician fee would be. This fee would only be applicable under the lease arrangement. Under the BYO model families will be responsible for these tasks.



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Will this increase screen time at home?

No. Under the leased arrangement the iPad will remain at school and therefore there will be no increased screen time at home. If the school implements a BYO model, parents are encouraged to establishing clear expectations so that the iPad is used only for educational purposes such as completing homework or the sharing of learning.

Would there be a firm requirement for the devices to stay in the classroom over breaks (or will the kids be free to use them at lunch)?

Regardless of whether we move forward with a BYO or lease arrangement model, iPads will stay in classroom each break. This requirement will be included in the student charter so that students are clear that this will be the expectation.

I'm concerned about how the blue light omitted from the iPads will affect the children. How will the school reduce this?

The iPad policy and student charter will outline the requirements for regular rests to give students' eyes a break from looking at screens. There are also screen filters that can be installed on a device to reduce the amount of blue light omitted. We recommend parents discourage screen exposure in the hours leading up to bed time to reduce the impact that blue light can have on sleep.

How much screen time will my kid be having at school? Will there be an increase of the amount of screen time they currently have at school?

Students currently use iPads, laptops and desktops on a daily basis in the classroom for a variety of tasks and activities. 1:1 iPads will be utilised to enhance the current teaching and learning occurring the classroom. As with any tool, teachers will chose to use an iPad when it is the best tool to suit the needs of the students and the curriculum.

The iPad policy and student charter will outline the requirements for regular rest breaks and other strategies to ensure appropriate posture when using the iPad.

Will this increase online bullying?

Under the lease arrangement, iPads will remain at school and will be used similarly to how school iPads are currently used. Students will not have access to social media platforms and will only be accessing departmentally approved software that is monitored. Under a BYO model parents will be responsible for monitoring their children online activity, just like other online platforms.

Regardless of which model is implemented, an iPad policy and student charter will clearly outline expected behaviour and use of iPads. If students do not adhere to the agreement there will be consequences, such as loss of privileges.



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Who will be policing the apps on the iPads? How is the school going to stop inappropriate content?

Under a lease arrangement the school will be managing the installation and updating of apps on the iPads. This means that all students will have access to the same apps as decided on by the teachers for that year level. Students will be using their EQ credentials to log onto the iPads and the school network ensuring that internet access is monitored and inappropriate content will be blocked, as currently occurs on school devices.

Under a BYO model, families will be responsible for managing the installation and updating of the requested apps, as decided on by the teachers for that year level. Families are encouraged to limit the apps on the iPad to only the ones requested by the school and therefore limiting the installation of any unnecessary content. While the iPad is at home, being used on a personal network, parents are encouraged to ensure parental controls and restrictions are in place to block access to inappropriate content. Once at school students will log onto the school network using their EQ credentials and restrictions will be in place to ensure inappropriate content is blocked, as currently occurs on school devices.

Could I read the research summary and see the references to help inform my decision?

The research summary and references will be provided to parents on the information evening on Monday 4 November in the Resource Centre and can be provided upon request to parents who cannot attend.

Will I have to make a decision on Monday night at the information evening?

No, the purpose of the information evening on Monday night is to share information with the school community. An opportunity to offer a preference will be offered in the near future.

Just because devices are being used, it does not mean good teaching and learning are occurring. How will the school address this?

The school visits and research helped set a clear priority to remain focused on the potential for the innovative delivery of the curriculum through the use of devices as a tool to enhance engagement, differentiate learning and create student-centred, collaborative learning experiences. High levels of support will be provided to teachers to ensure successful implementation of the initiative.

Why has the school chosen to support iPads as the device for a 1:1 program?

As a committee we considered many options. From research and school visits we identified a tablet as the best device to meet curriculum and student needs, and it was found to be the most cost effective. As we currently have infrastructure in place to support iPads, the decision was made to keep the tablets in the school consistent.



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Will the use of iPads reduce students' thinking skills? Will the iPads provide the opportunity for collaborative learning and working with others?

One of the exciting parts of this initiative is the scope for teachers to be able to implement inquiry learning where students will work collaboratively to solve real world problems. These meaningful learning experiences increase social engagement, creativity, critical thinking skills and problem solving skills, amongst other things. Students learn to be creators with technology, rather than consumers of technology.

Will the rigour of the curriculum decline or be reduced due to the use of iPads?

On the contrary, 1:1 iPads will open up pedagogical pathways to better allow individualised student support and differentiation to occur. Teachers and students will have improved scope to access feedback on learning and interact with new knowledge in an innovative and engaging way. And remember, an iPad is just another tool that students and teachers can utilize to access and engage in the curriculum, it works in conjunction with the already existing beneficial pedagogical practices that are occurring each day in our school.

Will literacy and numeracy skills continue to be a priority?

Absolutely! Explicit teaching of literacy and numeracy will remain a key priority for our school. With the addition of 1:1 devices students will have increased access to apps that provide immediate feedback to improve skills and also open up collaborative opportunities for students to be able to apply their knowledge and skills in new, innovative and meaningful ways, consolidating students' literacy and numeracy skills.

Where can I go to get more information?

We will be hosting an **Information Evening on Monday 4th November from 6:30pm to 8:00pm** in the resource centre, to share committee considerations and recommendations, and to respond to any further questions community members may have. While everyone is welcome to attend this session, our target audience for is parents with children in year 3 and below. The session will include a presentation from committee members as well as an opportunity to ask questions to a panel. Information presented on the evening will be provided to parents who are unable to attend.

I still have more questions.

If you have more questions please use the following link and we will answer them in the near future through the Gazette, another Q&A response or on Monday night at the information evening.

[Q&A Link](#)