



31 Glory Street Ashgrove 4060
PO Box 2077 Ashgrove West 4060

Phone 07 3858 4700
Fax 07 3858 4700
Email admin@ashgrovess.eq.edu.au
Web www.ashgrovess.eq.edu.au

ABN 45 602 921 885

BYOD iPad Program 2017



Rationale

The **BYOD iPad Program**, one-to-one student iPad environment, supports and enables our vision.

The Ashgrove State School **BYOD iPad Program**:

- Enables personalisation of student learning through access to rich learning resources;
- Best facilitates the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
- Provides an engaging, interactive environment for learning; and,
- Strengthens links between home and school, giving parents the opportunity to see, every day, what their child is learning at school
- Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

At Ashgrove, students currently have access to a large number of digital devices to support their learning. 110 iPad minis have been purchased, that are shared across the school. The iPads are the only platform supported in the Ashgrove State School BYOD Program in 2017.

The advantages of using the iPad include:

- ✓ Access knowledge and information through the plethora of content and creation apps (many of which are free) to support student learning
- ✓ Access to a wealth of information on the Internet when they need it (using the speak ability via settings to read text for those students in the lower year levels or students with lower literacy levels than their peers) through wireless connectivity
- ✓ Access to rich media including digital stories, image and video
- ✓ Increased productivity through quick loading of apps and quick response of the iPad
- ✓ The iPads operating system 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 independently and collaboratively

Concept Development

The **BYOD iPad program** at Ashgrove State School has come from the successful eLearning agenda that our school has established. Our School values the importance of being digitally connected with our community. We want to offer our students the best possible learning experiences with digital devices. The school staff see the benefits of increased individual access to an iPad, as having the potential of greater student engagement, creativity and learning outcomes.

With the continuation of the **BYOD iPad program** at Ashgrove State School in 2017, we plan to impact student academic improvement, engagement, and attitude to learning as well as afford our students opportunities to further develop 21st century learning skills.

In 2017, the school aims to have greater than 50% of classes from Prep to Year 6 at Ashgrove State School being (BYOD) iPad classes.

We have developed our 7 steps to a successful iPad BYOD program at Ashgrove State School.

1. Play (teachers and students)
2. Strategic direction (increased student learning outcomes, productivity and student engagement)
3. iPad management (school policy and procedures)
4. Curriculum alignment (HOC, DP, teachers)
5. Pedagogy (align to school pedagogical framework)
6. Professional Development for teachers (including sharing best practice)
7. Celebrate SUCCESS.

BYOD iPad Program FAQs

Q: Why only allow iPads and no other mobile devices or laptops?

A: We believe in a consistent approach to ensure best productivity with regards to maximising student learning outcomes.

Q: What will happen if there are more students, who express an interest to bring their own iPad, than classes will allow?

A: Students who are currently enrolled in a BYOD class will be automatically be re-enrolled in a BYOD class unless parents have advised that they wish to opt-out. Requests to opt-out of a BYOD iPad class need to be made via email to the relevant Deputy Principals.

Parents whose children are wishing to be considered for a BYOD class for the first time in 2017 will need to apply. An Expression of Interest letter will be sent to families of students in non-BYOD iPad classes early in Term 4. Where vacancies exist in a BYOD class students will be selected based on the order of receipt of the Expression of Interest.

Where a year level has more than 20 students express an interest to be part of a BYOD iPad class an investigation will occur to the addition of a new BYOD iPad class to the year level.

Q: Will the students still be using pencil and paper as well as handwriting?

A: We still see a need for students to use pencil and paper across the curriculum areas and to practise handwriting.

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

A: Both! The iPads will need to be managed at home and at school.

Each year level will have a list of apps that will be required to be loaded (most of which will be free).

Once enrolled in the school's Mobile Device Management (MDM) system students will be able to wirelessly receive apps that have been purchased by the school.

These apps will be revoked when the student no longer needs to use them at school – there is a grace period of 30 days before apps will be no longer available.

Parents can choose to load additional apps that are not necessarily required by the school.

Q: Will I be expected to purchase a brand new iPad?

A: No, you can choose to use an iPad that you already own or purchase a used iPad.

iPad Fact Sheet

Foreword

This document has been compiled as part of a whole school review of the BYOD program in 2016.

Mechanics of the Program

Historical Context

Prior to 2014, each class participated in a half hour session in the Computer Lab to learn technology. For younger students, much of this time was taken up by logging on to the network and they often forgot their passwords or Login details. Older students often needed greater than half an hour to complete more complex tasks but the Computer Lab was booked out.

With the advent of ACARA (Australian Curriculum), schools were required to teach Information and Communication Technology (ICT) skills within the context of all curriculum areas across all year levels. Ashgrove State School recognised the need to change our method of delivery and consulted with the community and as a result asked for Expressions of Interest in Bring Your Own Device (BYOD) classes as part of our commitment to equity. The response was overwhelming and in 2014, 14 BYO classes were formed. A further 110 devices were purchased by the P&C to enable all students to access this technology.

Why the iPad?

We chose iPads for a variety of reasons:

- Many families already had these devices in their homes
- These devices were seen as a powerful tool which easily logged in to the Managed Internet Service (MIS) which all State Schools are required to use. This made the necessity of time consuming logging on redundant and devices are instant on.
- Apple's commitment and continued investment in education ensured that high quality Apps with additional teacher support were available.
- For the need of consistency of Apps, tools and teacher delivery it was necessary to provide a universal platform across the school. It is the same as having a common textbook or Mathematics Program, such as Mathletics, across all year levels.
- The devices are robust and we currently have iPads up to four years old accessing the network. Like most devices, technology becomes dated and needs upgrading over time.

In future years, iPads may not be the preferred platform to meet the needs of our students due to the technological development of other devices and the evolving curriculum.

Choice

At present, families are given a choice to belong to the BYO program or not and can opt out of the program or opt in based on availability. In 2016, many students were unable to join the program due to insufficient space in BYO classes. In some year levels, where demand was high we were able to form new BYO classes. There are currently 17 BYO classes across the school from P-6.

Security

Devices are set up to automatically connect to the MIS (Managed Internet Service) provided by DETE. This service applies to all devices (iPads, laptops and desktops) used by staff and students at school. This

is a very safe environment where access is blocked if anyone tries to connect to prohibited sites. Teachers also discuss safe practices when using the internet and students are encouraged to report any inappropriate content. Children in BYO classes take their own device home each night and are taught about responsible care and use. Children are not permitted to use the devices before school, during lunch breaks and after school and they are kept in the classrooms during the day. Teachers can access the student's iPad to ensure safe and responsible use whilst adhering to the Code Of Conduct.

Insurance

There is an insurance scheme at the school which covers smashed screens and theft.

Do Students Use Books?

Books are still used in the traditional manner. Children are still taught handwriting skills and use books for English, Mathematics, Science and other curriculum areas.

Use of Devices

Devices are used in varying degrees across the Year Levels. Students in Year 6 have different capability requirements than a Prep student and would be expected to use the device with increasing levels of competency across curriculum areas.

Curriculum

Ashgrove State School delivers on the Australian Curriculum as required by the Department of Education and Training. In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT Capabilities that applies across all learning areas (English, Maths, Science, Geography, History, Physical Education, The Arts, Languages) and separately as a learning area, Digital Technologies curriculum.

The use of iPad and Technology at Ashgrove has not replaced the fundamental early year's experiences that children require to develop fine, gross motor and social skills. The explicit teaching of handwriting, literacy and numeracy remains fundamental to student learning in all year levels. Currently Ashgrove's School Improvement Plan explicitly focuses on Reading and Writing and student success in these areas will be measured against set targets that are reported back to the school council.

Within our balanced curriculum students do not use their iPads any more than resources such as books, pencils, paint, blocks and other traditional manipulative materials. iPads provide another tool for teachers to differentiate classroom learning through the many inbuilt accessibility options provided. For example, young students who can't yet write are able to use the microphone to orally record stories. Students with vision impairments can listen to books or works sheet tasks or change font size and backgrounds to meet their needs.

At Ashgrove State School, we are committed to a balanced learning environment. There are a variety of ICT technology tools available to students to support their learning in all curriculum areas. These include but are not limited to BeeBots, Spheros, Green Screen Programs, Desktop Computers, Data Loggers, WeDo 2.0 Lego, Lego Robotics and 3D Printers. The use of iPads in combination with these

tools enables students to meet the increasing demands of the curriculum. It is for this reason that our school community has invested in a fleet of iPads for our non-iPad students to access.

Measurement

We currently measure the success of the iPad program through our overarching vision:

- To enable personalisation of student learning through access to rich learning resources;
- Best facilitate the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
- Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
- Provides an engaging, interactive environment for learning; and,
- Strengthens links between home and school, giving parents the opportunity to see, every day, what their child is learning at school,
- Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

Teaching and Learning is complex and there are many contributing factors towards the success of students whether it be cognitive/academic, social/emotional and physical/mental wellbeing. We plan and implement practices to support all facets of schooling.

We are seeing the personalisation of student learning through providing further opportunities for voice and choice in the learning process. We use iPads to encourage students to demonstrate learning in multiple ways and to make new meaning from knowledge acquired e.g. the creation of digital products.

Digital literacy is a critical factor to our program - encouraging our students to think and act as responsible digital citizens, and through guided experience and opportunity to create and design using technology we have noticed increased capability of our students to manage the device with knowledge rather than as a consumer.

To strengthen the links between home and school, and enable further transparency we continue to trial and use tools such as Seesaw, Showbie and direct communication - modelling collaboration and feedback.

Engagement is critical to student success and we have identified that enabling students voice and choice in their learning process and multiple ways to demonstrate their learning has increased engagement. We provide a range of learning tools to support student engagement.

We use technology to support and increase our commitment to high yield instructional strategies such as feedback. Hattie's meta-analysis into effect on student achievement indicates that feedback is in the top 10 influences on student learning gain.

We use the iPads intentionally to support our commitment to understanding where students knowledge is at through multiple means e.g. instant polling, hand-in of learning tasks and providing efficient and

timely feedback through tools such as Showbie and iTunes U. This allows us to respond to our learners needs in a timely manner and plan with agility.

Our program has been considered with a balanced approach to research and we will continue to review the program based on our own research, as well as those of our peers and what is in the best interests of our community.

We are committed to continuing to measure and communicate the success of the iPad Program based on the vision and will continue to seek opportunities to refine our program to support student learning.

Technical Issues

Education Queensland uses web filtering for student internet use to protect against web threats and inappropriate websites. There are two levels of access, high (more restrictive) and medium (less restrictive). All students automatically have a high level of internet filtering while at school.

Technical issues are resolved in a number of ways. All teachers are provided with and taught basic troubleshooting skills to ensure minor issues, e.g. WiFi connectivity, can be fixed within class and students continue seamlessly with learning. If issues are continual or larger in nature, the student/family can access the school's technician for help. This help is available within the school hall Monday, Tuesday, Thursday and Friday afternoons from 2:45 - 3:30.

Professional Development for Teachers

The Australian Institute of Teacher and School Leadership (AITSL) standards dictate that teachers are required to engage in professional development regularly throughout their career. This comes in many shapes and forms at Ashgrove and are specifically attuned to the school's vision or teacher's personal development needs.

The staff of Ashgrove State School continually attend and engage in Professional Development to enhance their pedagogy with use of technology across the curriculum. This occurs in short sessions during lunchtime, after school or staff meetings, or more formal inservice for whole school initiatives. It enables teachers to keep a universal approach for learning across the school.

The staff are also committed to in-context Professional Learning through a coaching and mentoring program which focuses on pedagogy, curriculum and technology. Ashgrove's mentor program for teachers focuses on improving and sharing classroom practice. Each year level designates one 1:1 iPad teacher to work with the other teacher's (depending on needs) in and across that year level to build their digital capabilities in the classroom. This may be an example lesson, planning for integration of technology or coaching/team teaching.

AITSL declares coaching is an important professional learning strategy that supports professional growth. Coaching can address a range of characteristics and developmental needs that contribute to the effectiveness of a teacher.

Classroom Management

Home-school partnership: One of the benefits of a family owned device is that families will have access to work done by students at school. Families are then able to enjoy the learning process in a more immediate way by asking students if there is anything new on their iPad or by checking themselves. We are also trialling and using tools to enable further insight into students learning.

Homework: A range of homework activities are undertaken by students at Ashgrove State School. Individual teachers have their own arrangements for homework tasks and these are made known to parents at the start of each year during the Parent Teacher information night. Some of these tasks might be iPad tasks, some might be paper based, or some might be home experiences that they report on in a variety of ways.

Writing: Students will continue to use handwriting as their primary form of communication in a classroom. As handwriting is part of the Australian Curriculum, Ashgrove State School follows these guidelines for this.

iPad not brought to class; iPad not charged; App not loaded; Lack of file space on iPad:

If a student is unable to use their iPad for a task the teacher will make a variety of accommodations to enable the student to participate in the lesson. The student might use a school iPad or the teacher's iPad. The student might share an iPad with another student. The student might be required to use a book and pencil.

iPad using time better spent on traditional learning tasks such as public speaking, handwriting, drawing: The Australian Curriculum informs decision making about time allocations in a classroom however as a general rule, students will still be expected to learn public speaking, handwriting, a variety of art techniques, physical education and free play (in Prep).

Distraction: Teachers will respond to student misuse of iPads using their existing classroom rules.

Learning Styles: iPads/tablets are ideal for addressing a range of different learning styles. Rather than every student using the same lesson/worksheet, teachers are able to create a variety of differentiated outcomes for students to work on the same/similar concept on their iPads. Students also have many opportunities to choose their own style/format of presentation (as required in the ICT capabilities) using an iPad rather than when all students are using pencil and paper only.

iPad usefulness: iPads have a wide range of applications in the primary classroom. The camera/video capabilities are an important capability. Using a laptop for photo or video manipulation or annotating is very time consuming and difficult for small children and iPads make these tasks much more approachable. As well as the camera, iPads have a range of apps which enable students to demonstrate their understanding of a concept, create multimedia presentations, share work with other students and their parents, and as the least important aspect of classroom lessons, practice repetitive learning tasks in a fun and engaging way. Typical iPad apps would include Book Creator, Doodle Buddy, Flashcards, Puppet Pals, PicCollage, ChatterPix, Number Pieces.

Time spent on iPads: Time spent on iPad during any particular day will vary according to the need of the curriculum. Teachers are mindful of student engagement and the physical and mental requirements of their students. Teachers choose the best way to deliver a lesson and the best way for students to demonstrate their understanding based on a range of factors such as the Australian Curriculum, student

needs, classroom resources, space, type of content. As will use of any tool, the iPad will be chosen when they best suit the need and will be used when necessary.

Providing students with opportunities to reflect on their learning enables them to build resilience and create goals to reach the success criteria.

Research/Professional Consultation

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Traditional forms of teaching, e.g. sitting in rows and consuming content from a lecturer, was created for a generation of children that would work in factories. These factory workers would complete the same task repeatedly and take instructions on how to do so with minimal initiative required. Over time, technology has evolved and so has the future of our children and students. The jobs of our students will require much more collaboration, intuitive skills, problem-solving, and being able to resiliently work with new hardware or software. Ashgrove State School is taking this approach to enable our students the best possibility in the future beyond school. By utilising the iPad or other relevant technology for the task, the students can collaborate and create to solve problems.

Screen time comes from tablets, television, computers, phones and a range of other devices that are readily available in most households. At Ashgrove State School, as mentioned in the Curriculum section of this document, time on screens in class is dependent on the lesson's requirements. Some teachers discuss appropriate use of devices at home as part of informal discussions for the class's needs.

However, there is a distinct difference between types of screen time:

- Consuming content, e.g. watching videos, reading, playing video games, listening to music, researching
- Creating content, e.g. authoring multi-layered music productions, producing and directing videos, writing interactive stories, designing games using coding,

Teachers utilise both types of screen time at Ashgrove State School and provide students with adequate time to create more content than consume. This ensures that the time in front of screens is done so effectively and with great rigour.

Any radiation that emits from a tablet device is limited through a range of ways. Students do not use their iPad for large and extensive periods of time and it is encouraged that screens are held at a comfortable distance for viewing and typing.

Information for Students and their Parents on School Network Usage

Why are schools providing students access to ICT facilities?

To ensure young Queenslanders are well equipped to contribute fully to the information economy, the education sector is responding to the innovation directions of the *Smart State Strategy* through *Smart Classrooms*.

Smart Classrooms is a comprehensive strategy for digital education in Queensland state schools. The key to the strategy is that it is student-centric; recognising the demand, from both students and their parents, for seamless movement between learning at school, home, work and play. Smart Classrooms provides direction for harnessing the learning and business potential of ICT now and into the future.

An essential tool for schools in the provision of innovative educational programs is the utilisation of intranet, internet and network services. Therefore, access to these technologies is an increasingly essential part of the modern educational program provided in schools.

What is responsible/appropriate use/behaviour by a student?

It is responsible for students to use school computers 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, solely for 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; and access to online references such as dictionaries, encyclopaedias, etc. Students can also collaborate, research and learn through Education Queensland's e-learning environment.

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 (e.g. Hotmail), send chain letters or Spam e-mail (junk mail).

Username and passwords are to be kept by the student and not divulged to any other individual (e.g. a student should not give their fellow students their username and password). Students cannot use another student or staff member's username or password to access the school's network, including not trespassing in another person's files, home drive or e-mail. Additionally, students should not divulge personal information (e.g. name, parent's name, address), via the internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

What is expected of schools when providing student's with access to ICT facilities?

Schools will provide information in relation to student access and usage of its network and reserves the right to restrict/remove student access to the intranet, extranet, internet or network facilities if parents or students do not adhere to the school's network usage and access guideline/statement.

Schools will prepare students for the possibility of unanticipated access to harmful information, materials or approaches from unknown persons via the Internet (e.g. run through processes for disregarding (or ceasing access) to information, the process for reporting accidental access to harmful information and reporting approaches from unknown persons via the internet to the supervising teacher or school staff member).

Where possible, classes involving internet usage by students will be prepared prior to class engagement, including, filtering and checking sites students are directed to visit. An assessment should be made of the appropriate timeframe for access to the internet for completing the set task or duration a student should have access to the internet (e.g. during schools hours, outside of school hours).

What awareness is expected of students and their parents?

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 e-mail;
- Be aware that the ICT facilities should be utilised with good behaviour as stipulated under the Code of School Behaviour; and that students breaking these rules will be subject to appropriate action by the school. This may include restricted network access for a period as deemed appropriate by the school.
- Be aware that access to ICT facilities provides valuable learning experiences, therefore giving the student educational benefits in line with the school's educational program;
- 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; and
- 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.

iCloud at Ashgrove

As part of the BYOD iPad program of Ashgrove State School parents are asked to establish an iCloud account for their students. Apple has strict rules guidelines for creating accounts, for children under 13 years of age parental consent is required. By parents establishing an iCloud account for your child parental consent is implied which means parents do not have to fill in permission forms for this feature.

What is iCloud

Apple offers iCloud free (for accounts up to 5GB) and is an online repository for all sorts of content that can be stored on an apple device. A demonstration of the iCloud and its uses is available at <http://www.apple.com/au/icloud/>

The purpose of the iCloud account is to:-

- 1 Allow students to back up work
- 2 Free up space on iPads by storing information on the cloud.
3. Students and staff will have access to the enormous amount of resources that is currently available to support learning on iTunes U.
4. Provide a safe medium for work to be stored between home and school.
5. Helps you find your device if you lose it using find my iPhone.
6. Up to six members of your family can share iTunes, iBooks and App Store purchases, along with family photos, calendars, locations and more

Recommendations

Although iCloud is one of the safest storage systems in the world, no data system is 100% safe from Hackers. Students are to be reminded by staff and parents that no personal information that identifies them and their address should be stored on the iCloud other than for the purpose of login.

Students and parents should not use the student's school login details and password. Login and passwords should be kept in a secure location.

Students need to abide by the School Internet Rules. All communication using the iCloud needs to be ethical and appropriate.

The school recommends that data is removed once students have completed various curriculum elements. This frees iCloud storage space. At the end of each school year students and parents should delete all unwanted files from iCloud.

For Staff using iCloud

Staff when using iCloud are required to adhere to the department's Code of Conduct and ensure students follow the Student Internet Rules. Communication using iCloud must be professional and appropriate (including photographs).

Staff need to be aware of all uses in the school and ensure downloads using iCloud are not excessive. Staff need to monitor the speed of the internet through the wireless network to ensure that downloads to iCloud have not slowed the speed of the connection. Staff need to encourage students to delete curriculum off the iCloud that is no longer relevant to future learning to free up storage space for the student on the iCloud.

Conditions and Specifics of Use of Mobile Learning Devices

Charging Batteries

iPads brought to school will need to be fully charged. **The power supply will not be required to be brought to school.** 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. Due to the later generations of iPads including the retina display, battery life of these 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.

Other Privately Owned Devices

In 2017, only Apple iPads will be able to be used in the **BYOD iPad program**.

Ashgrove State School will not sanction any other privately owned devices connecting to the school network, other than the devices nominated in the **BYOD iPad program** supported devices section. This exclusion includes all other private iPads, and mobile devices. The policy has been enacted to prevent exposure of the school network to security risks.

Internet Use at School

At school, students must agree to follow the Appropriate Use/Behaviour of School Network guidelines in relation to Internet Use. Internet access is provided by Education Queensland's Managed Internet Service (MIS) and provides students with:

- Content-filtered Internet access
- Virus-filtered email
- School website hosting

MIS provides the means to filter students' access to web pages from a global level; controlled by Education Queensland and from a school level when appropriate.

Apple ID

Parents will be required to have their own Apple ID and set up Family Sharing. Within Family Sharing a separate Apple ID will need to be created for each student. Parents will need to do this as the legal age for setting up an Apple ID account is 13 years or over.

Instructions on how to create these accounts are included on the following page.

Mobile Device Management (MDM)

Students will be required to enrol their devices into the school's Mobile Device Management (MDM) system at the beginning of the school year.

This will enable the school to provide school purchased apps for students and enable the school to reset a user's forgotten passcode

MDM also provides a simple way to enable user access to school services while ensuring devices are properly configured.

Internet Use at Home

The iPads can be configured to connect to a home wireless or wired network. This configuration can be performed as with a normal iPad.

Operating system

Students will need to have the latest iOS operating system installed. Updates should be completed at home and a full backup is encouraged beforehand to avoid possible loss of data.

Email Use

While at Ashgrove 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. Email traffic is monitored for inappropriate use, content and language.

How to Create an Apple ID for a Child

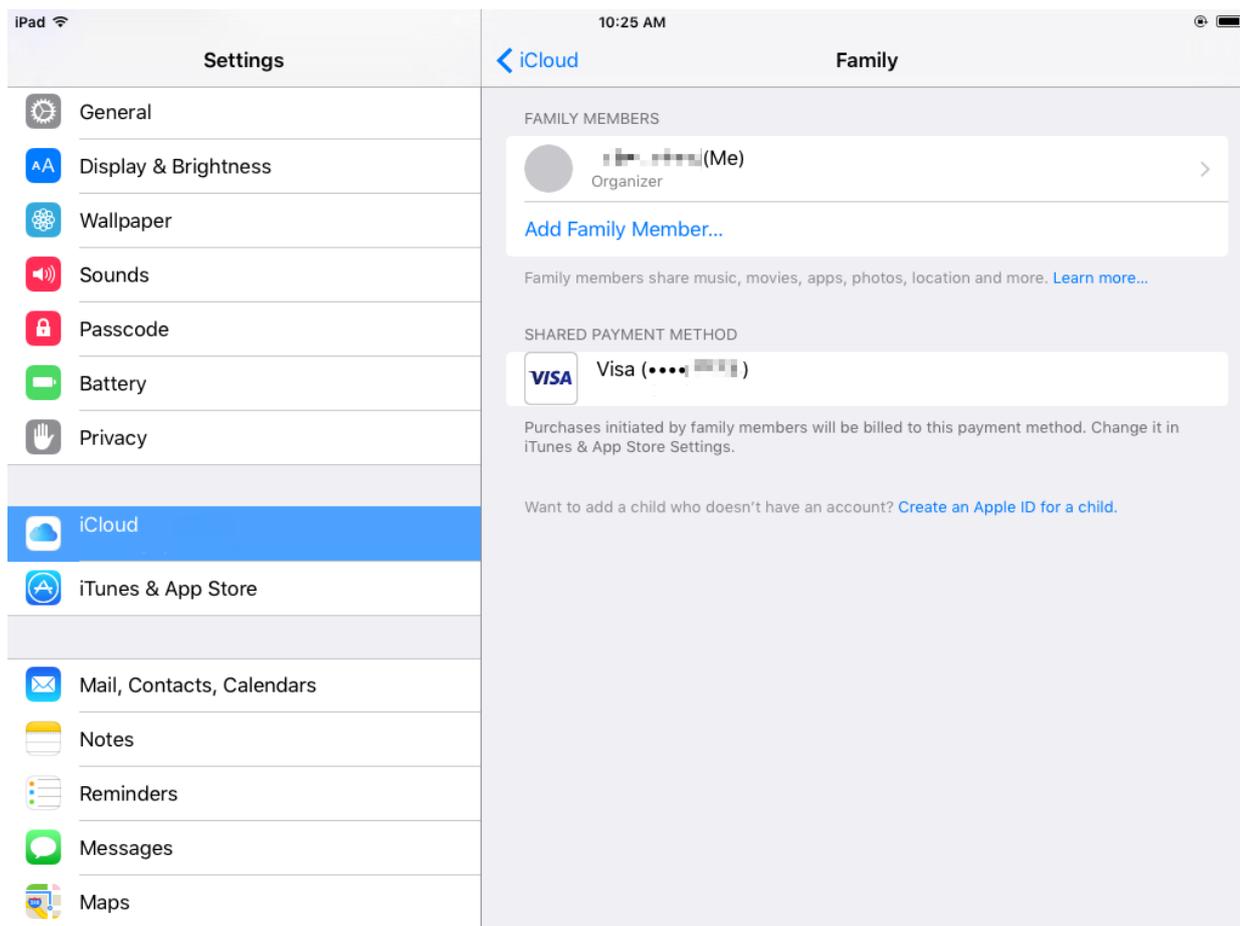
Open Settings

Select iCloud

Sign in as the Family Organizer

Select Family

Select [Create an Apple ID for a child](#) - they will be automatically added as a Family Member



Note that Payment Method needs to be a credit card whilst creating the Apple ID. It can be changed to a debit card if desired after the Apple ID has been created.

If this process is completed on the student's iPad, then sign out of iCloud and iTunes when finished.

Sign in to iTunes and iCloud on the student's iPad with the newly created Apple ID.

General Care

Students are responsible for the general care of the iPad.

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.
- Students are responsible for ensuring the battery is charged for school each day.
- BYOD iPads will be stored in classrooms during break times.

Transporting the iPad

A protective iPad carry 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. We recommend that iPads have a tempered glass screen protector and are placed in an iPad case that meets the military standard 810 drop test.
- Some carrying cases can hold other objects, such as clipboards and exercise books but these must be kept to a minimum to avoid placing too much pressure and weight on the iPad screen.
- It is recommended that students do not carry drink bottles of any kind in their backpacks.

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 cloth or anti-static cloth.

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
- Disable connectivity such as Wi-Fi and Bluetooth when not in use
- Lock the iPad screen when not in use
- Close all running apps when not in use

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.
- Reducing the need to carry the iPad (where practicable).

Potential Hazards

The main feature of mobile devices that causes 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 iPads 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.

Minimising the Risk of Strain or Injury

- Where possible, place the iPad on a desk at a height where the elbows are at 90 degrees and the wrists 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 for 20 seconds”).
- Regularly blink to lubricate your eyes.
- Adjusting the screen brightness, colours and/or contrasts can also assist in reducing eyestrain.

Preventing Hearing Damage

Hearing damage can be prevented by following some of these simple steps. It is unlikely that students will be using headphones for extended periods of use throughout the school day.

- Limiting the time spent listening with headphones to 1-2 hours per day
- Having rest breaks of an hour for ears to recover after an hour of listening
- Limiting the volume of the headphones or the device to 85dB or less
- If other people can hear the sound from the headphones/ear buds then the volume is too loud
- If the person listening raises his or her voice to speak to others while listening it is likely the volume is too loud
- Studies show that listeners are much less likely to use unsafe volumes when background noise is limited such as with the use of noise cancelling headphone or ear buds (I'm not sure, however, that noise cancelling headphones would really be appropriate in a classroom where the teacher needs to be heard by the students).
- In the absence of noise cancellation, using headphones is apparently safer than the ear buds

There is also the option of parents adjusting the maximum volume limit on the iPad itself.

References

- Australian Standard AS 3590 (1990) 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 Education, Victoria.
- Health and safety in the Office. Department of Education, W.A.
- Officewise. Victoria Work Cover <http://www.workcover.vic.gov.au>

BYOD iPad Program Supported Devices 2017

Apple iPad products

	Wi-Fi Model	Cellular Model
iPad 4 & above	YES	YES
iPad Mini 2/Mini 3/Mini 4	YES	YES
iPad Air/Air 2	YES	YES
iPad Pro 9.7 inch	YES	YES

All storage versions are supported in the **BYOD iPad program** – (32GB, 64GB, 128GB)

Keep in mind that any personal applications and content placed on the device may interfere with the storage requirements for school use.

Mobile Network (4G) Connectivity

4G compatible devices are suitable for purchase and use but the school strongly encourages that the SIM card is removed or disabled whilst at school so that students are not able to access an unfiltered internet connection whilst at school. This includes mobile phones, mobile devices and any other device with the capability of connecting to an external cellular network. Any connection which is not through the Managed Internet Service contravenes school policy and consequences will be enforced.

Finance

The school cannot enter into any finance arrangements with families for the purchase of personal iPads.

Insurance

The school will invoice a Technology & Resource fee (approximately \$150) at the start of the year. This includes \$20 for the school iPad Insurance Scheme and will cover students for a guarantee of one claim for theft or breakage per year. Apple does not support the replacement of screens by third party repairers such as those used by the school as it is deemed an unauthorised repair. This affects any families that have AppleCare and voids any warranty they may have taken out when they purchased the device. Under AppleCare you are allowed two incidents of accidental damage in two years which will cost \$65 (service fee) per incident as well as the initial warranty cost (\$129 for 2 years for an iPad).

Damage 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 also inside a school bag.

Damage at school

Teachers at school will monitor all devices and rules are in place to prevent foreseeable problems and damage however, from time to time, accidents may occur. If any damage to a device is through 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.

Ashgrove State School BYOD iPad Program 2017

Student Participation Rules

General Use

1. I understand it is a requirement 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 at 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.

Content

1. I will use the iPad only to **support my school learning program** whilst at Ashgrove 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**.
4. I will not delete any school work or Apps unless requested by my teacher (particularly over holiday breaks).

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 or 4G 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 **cyber smart** when using the internet.
5. I will demonstrate **etiquette** when using my iPad and other equipment with regard to other people.
6. I will use my iPad lawfully and in accordance with the *Appropriate Use/Behaviour of School Network* guidelines regarding **ethical use** of equipment, technology, use of legal software, use of the Internet and the protection of personal data.
7. For security reasons, I am **not to share account names and passwords** with anyone unless requested by *Ashgrove State School* staff when servicing the iPad.
8. I am **responsible for the security and use of my iPad while at Ashgrove State School**. BYOD iPads will be stored in classrooms during break times.