

Information and Communication Technology Policy [eLearning]

St Albans East Primary School



Date: September 2014

Amended: March 2016

Rationale

Today's world is ever-changing with rapidly updating digital technologies, constant social networking, instant gratification, global connectedness and immediate access to information, from anywhere, at anytime. This is the world's current reality. This is how people live their lives. One of the most important things for students, growing up today, is to learn to love and embrace change.

At St Albans East Primary School, the vision is for all students to become productive and discerning members of a future society in which change is constant and information technologies are a ubiquitous feature of everyday life. We want the students to appreciate the relevance of Information and Communication Technology (ICT) in society and understand that it as an essential tool for learning, communicating, creating and as a means to perceive and control their environment.

The school community recognises that as technologies shift, the ways in which information may be accessed, presented and communicated, will also change classroom instructional practices and student learning. We want the students to be safe, responsible and ethical users of digital technologies and believe that explicitly teaching students about appropriate online behaviours is essential, and is best taught in partnership with parents/guardians.

This Policy outlines the different elements that ICT can cover within the school and the behaviours associated with safe, responsible and ethical use of technology at St Albans East Primary School.

Aim

The aim of this policy is to:

- ensure that all stakeholders within the school community are aware of what is expected of them. That they are able to utilise digital technologies effectively and safely in school administration and its core function of quality teaching and improved student learning.

Implementation

The Implementation of this policy addresses the following key areas,

- Curriculum
- School Programs and Resource Allocation
- eLeadership
- Staff Induction
- Terms of Use
- Processes and Consequences for Misuse
- Social Media
- Online Safety
- Digital Data Management and Security protocols
- Copyright and Ethical Use
- Future Planning
- Purchasing Strategy
- Resources
- Appendices

Curriculum

The ICT curriculum at St Albans East is a fundamental component of the teaching and learning program that aims to develop students that are innovative, discerning and confident users of digital technologies. The classroom program, supported by the multimedia specialist program, addresses the five organising elements of ICT capability as set out in [The Australian Curriculum](#),

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT

- Communicating with ICT
- Managing and operating ICT

Under the guidance of the eLearning coach, staff consult the ICT scope and sequence document to plan their lessons. This ensures scaffolded learning where new concepts are introduced at each level and existing skills and understandings are developed. Lessons are structured to encourage students to learn through exploration, self-direction and inquiry, with explicit teaching at key points during the learning sequence.

Wherever possible, ICT is embedded across the curriculum to provide real world context and authentic learning experiences. Embedded learning is supported by ICT specific lessons that focus on the esoteric elements of the curriculum. As aspects of the ICT curriculum and the hardware and software that supports the curriculum rapidly change, the school community actively encourages teachers to be co-learners with their students. This combines teacher wisdom and adult understandings with the students technical skills and experiences, bringing the best outcomes to all learners.

The school community believes that the internet, web 2.0 and social media tools have blurred the lines between home and school and helps everyone to recognise that learning happens everywhere. To support this anywhere, anytime learning, the school invests in and utilises a number of online applications that allow students to access their learning both at school and at home.

Students are assessed against the outcomes listed for each year level in the [Australian Curriculum ICT Learning Continuum](#) and their achievement is reported to parents biannually.

School Programs and Resource Allocation

All students are provided with opportunities to access the ICT curriculum throughout the school. Where necessary, we endeavour to make adaptations to the environment or provide software that will enable all learners to achieve.

Resource Allocation:

- All classrooms, the multimedia room, the performing arts room, the visual arts room and the staffroom have an interactive whiteboard
- The multimedia room has 28 notebooks allowing for 1-1 student access
- The classrooms have 4 notebooks that allow for shared student access [1 - Many]
- Classrooms have access to a variety of digital devices and peripherals to support learning, including; storyphones, digital cameras, flip cameras, iPads, robotics equipment, printers, etc

The school commits to ensuring all digital equipment and network infrastructure is up to date, with computers being no more than 48 months old, and that all equipment is capable of fulfilling the requirements of the Australian ICT Curriculum.

Multimedia Room:

Each class is allocated one hour per week in the multimedia room, with the multimedia specialist teacher. Classroom teachers have the ability to book extra sessions in the room with their students when needed. Specialist ICT classes run in the multimedia room support the classroom integrated units while focusing on the ICT skills outlined for each year level in the Australian Curriculum. Esoteric ICT units that look at concepts such as cyber ethics are also studied more deeply in the multimedia program.

Classroom Notebook Program:

All classrooms have been allocated a set of four notebooks for use throughout the school day. Arrangements between classrooms are made as needed to share these notebooks giving students access to more devices at particular times in the day/week. Classroom ICT programs strongly support the content in core learning areas while developing the year level specific ICT outcomes in the Australian Curriculum.

1-1 Learning iPad Program [2014-2015]:

The school community recognises the value in 1-1 learning programs and Many - Many device access. The school leadership has begun investigating how these organisational

structures might support learning at the school and how they might be funded. The school community aims, where the budget allows, to increase student to device ratios in line with contemporary ICT research.

As a part of this investigation, the school has purchased 120 iPads to support a 1-1 learning trial program in the year five and six classrooms. Each student has been allocated their own iPad for use at school and a number of productivity applications have been purchased to support embedded use of this technology. The school has also subscribed to the STILE Online Learning Platform for 12 months to provide teachers and students with a robust tool that will support curriculum delivery, access and assessment in a 1-1 learning environment.

The 1-1 learning program is a 'proof of concept' trial, designed to,

- assess the worth of 1-1 device programs,
- discover the 'dos and don't' of implementing such a program for St Albans East,
- upskill teachers in quality instructional design for 1-1 online learning,
- assess how students respond both academically and in educational engagement to 1-1 learning
- inform future eLearning planning at St Albans East PS

eLeadership

eLeadership refers to the ways in which the school leadership establishes the ICT vision for the school and supports all aspects of ICT professional development, implementation and change management. The Leadership Team looks to support ICT initiatives and eLeadership from staff across the school to promote a consistent and contemporary message about the use of ICT effectively in all curriculum areas.

It is recognised that building teacher skills and confidence in using digital technologies occurs in a range of ways – through structured professional learning, ICT coaching sessions, professional learning community focuses, informal peer to peer support, student-led learning, personal learning networks (PLN) – and the school actively supports and values all avenues for teacher learning.

Strategies that support eLeadership include;

- the employment of a part-time eLearning [ICT] coach and leader as a part of the school's leadership team to drive strategic planning for a sustainable elearning school culture
- regular, timetabled ICT coaching sessions for principal class staff and curriculum coaches to ensure that leaders are able to initiate and lead teachers in implementing powerful ICT integration into teaching and learning
- an ICT Team dedicated to the development and implementation of the school's ICT vision
- regular, timetabled ICT coaching sessions for teachers to build ICT awareness, understanding and capacity, ensuring that ICT is integrated into curriculum plans across all areas
- an ICT vision that is shared through regular professional conversations and open to supporting staff with new initiatives that align with the best eLearning practices for contemporary classrooms
- the use of a managed online environment, Google Apps, to facilitate true teacher collaboration in curriculum planning and student centered curriculum design

Staff Induction

It is recognised that the work of staff has become increasingly dependent on their ability to work effectively online and with a variety of digital technologies and tools. The ways in which staff administer, prepare, communicate and present their work is specific to the school and, as such, there is a need to support new and returning staff to settle into the school's ways of working.

The ICT induction session/s will deliver key information about the school's organisational structure, online environment, hardware, devices and key applications to ensure that new and returning teachers are fully conversant with their ICT responsibilities.

At the commencement of work, new and returning staff will be allocated two hours with the eLearning coach for the purposes of ICT induction. The areas to be covered include,

- EduMail and email

- EduPay and EduSafe access
- DEECD Acceptable Use Agreements
- St Albans East PS ICT Policy
- Google Apps Domain login and access to required documents
- SAEPS Online Staffroom overview
- Classroom access to digital technologies
- SAEPS Instructional Practices around eLearning
- Current school programs eg. 1-1 learning with iPads initiative

Terms of Use

The following terms of use apply to all users accessing the school's ICT network resources.

General ICT Use at School:

- Teachers will abide by occupational health and safety regulations as they pertain to ICT use and will include instruction on health and safety ergonomics in their ICT lessons.
- Each person accessing the network and the school's online applications will have a password protected identity.
- All users will keep their network and online passwords confidential.
- All users will be responsible for all activity recorded under their assigned identity.
- Users will not be permitted to use another person's password to log onto the school's network or online applications.
- Network storage will be restricted in capacity for all users and must not be used to store personal files.
- Staff are responsible for the back-up of their personal, professional files onto their own storage devices.
- All users will understand that the Network Administrator is obliged to keep a log of all Internet activity.
- Users will not intentionally damage the school's ICT resources or disrupt the use and effectiveness of the school's network and online applications by any means.
- Staff may not use the school's network or online applications for commercial purposes, non-profit organisations, advertising or political lobbying.

The school makes no guarantee that the functions or services provided by or through the network system will be error free without defect. The school will not be responsible for,

- Any damage suffered including, but not limited, to loss of data or interruption to service
- Financial obligations arising through misuse or unauthorised use of the system.

Digital Photography and Video Use at School:

- Students will only take photos and record sound or video with the permission of the teacher when it is part of a class or lesson.
- Seek permission from individuals involved before taking photos, recording sound or filming them.
- Seek permission from individuals involved before tagging them in photos
- Permission for student work, photos and film to be included on the school's online spaces will be sought from parents/guardians every year.

Student Mobile Phone Use at School:

The school accepts that parents/guardians provide their children with mobile phones to protect them from everyday risks involving personal security and safety, particularly when travelling alone on public transport or commuting to and from school. While the school will be investigating student use of personal ICT devices, including mobile phones, for educational purposes over the period of this policy, it is the current policy for student mobile phones to be kept at the school office during school hours. Parents/Guardians who need to contact their child, for any reason, during school hours should do so by placing a call to administration.

Guidelines,

- It is the responsibility of students who bring mobile phones to school to hand them into the general office before school and collect them from the office before they go home.

- The decision to provide a mobile phone to their children should be made by parents/guardians.
- Parents/Guardians should be aware if their child takes a mobile phone to school.
- Mobile phones which are found in the school and whose owner cannot be located are to be handed into the general office.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones. Their safety and security is wholly in the hands of the student.
- The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.
- It is strongly advised that students use passwords/pin numbers on their phones.
- Students must keep their password/pin numbers confidential.
- Any mobile phone kept with the student during the school day and/or being used inappropriately will be confiscated and later collected by parents/guardians.

Processes and Consequences for Misuse

This ICT policy has been developed to protect all members of the school community and its eLearning environment. For breaches of this policy, students and staff can face a number of consequences depending on the severity of the breach and the context of the situation. More than one consequence may apply for a given offence. Serious or repeated offences will result in stronger penalties:

For Students;

- withdrawal of access to the school network and devices
- removal of printing privileges
- temporary confiscation of inappropriately used personal devices
- payment for replacement of damaged equipment
- consequences as outlined in the school's *Student Engagement and Wellbeing Policy* and *Behaviour Management Policy and Procedures*
- police involvement, where the device has been used to menace, harass, make threats, offend another person or where there has been a breach of the privacy legislation
- confiscation of devices, believed to contain evidence of a criminal act, will be kept and handed to Police for evidence in line with Police timelines
- parents/guardians will be contacted where their child has been involved in a breach of this policy

For Staff;

- Non-compliance will be regarded as a serious matter and appropriate action, including termination of employment may be taken

If any student believes they have witnessed a breach of the school's ICT Policy they should:

1. If possible, switch off the screen discreetly, leaving material on the computer, so that it may be recorded and traced
2. Inform the teacher

The teacher will then,

1. Immediately ensure that no one else is exposed to breaches of this policy
2. Record the site details / save or screen capture the evidence trail
3. Report serious matters to the eLearning Coach, the multimedia teacher and the Principal

Social Media

The school community values the importance of providing opportunities for students and staff to learn online, with others, in the global world. The use of social media and web 2.0 tools such as social networking sites, wikis, blogs, microblogging, multimedia sharing sites and forums, in student programs, curriculum planning and teacher professional learning will be actively encouraged. The school supports the appropriate use of social media and web 2.0 tools to publish, share, connect and communicate both locally and globally.

When using social media and participating in the school community online spaces, staff, students and parents/guardians need to be aware that they are acting within a public and

global setting.

Staff and students must adhere to the Acceptable Use of DEECD ICT systems policy and the St Albans East PS Acceptable Use Agreement.

To ensure that online interactions and activities are appropriate, all users will observe the following actions:

- not using social media with students that has minimum age requirements of 13 or over
- consider discretion when disclosing personal information
- no personal, identifying student information will be disclosed
- respect for the rights and confidentiality of others
- never acting or behaving in a way, that may be perceived as cyberbullying
- never impersonating or falsely representing another person
- never making defamatory comments to anyone online or using excessive criticism to portray a person as socially, mentally, physically or intellectually inferior
- never using obscene, offensive or other language which is deemed inappropriate.
- not posting content that is hateful, threatening, pornographic or incites violence against others
- not posting content that may harm the reputation and good standing of St Albans East Primary School or those within its community

Online Safety

While the school and the Department of Education and Early Childhood Development [DEECD], makes every effort to ensure that children do not intentionally or accidentally access explicit or inappropriate material, the school community recognise that it is impossible for internet filtering to provide complete protection.

It is understood that our students may spend their personal time, outside of school, enjoying unfiltered internet access. In response to this, there is a strong curriculum focus on safety online, explicitly teaching students how to safely and responsibly use the internet and deal with online risks such as cyberbullying. Cyberbullying is not tolerated in any form at the school. The rights of all members of the school community, in relation to cyberbullying, are outlined in the *Student Engagement and Wellbeing Policy* and *Bullying and Harassment Prevention Policy and Procedures*.

To ensure all members of the school community are aware of the strategies for remaining safe online and that students online safety habits are reinforced at home, the school will endeavour to provide regular information sessions for parents/guardians and offer regular advice through the newsletter and online spaces.

Digital Data Management & Security Protocols

The school is increasingly taking advantage of the many benefits that online applications and storage can provide. Our use of the internet has gone beyond simple research tasks on a desktop computer. The school's administration processes and curriculum programs encourage the use of mobile technologies for video-based communications, student and teacher collaboration online and the publishing and sharing of work on the web. Student work tasks, assessment data and teacher administration data is being created and stored online.

The following procedures and protocols for handling and storage of the school's digital information have been established to protect the information from unauthorised access, disclosure and/or misuse,

[NB: The use of personal ICT and communication devices fall under this policy when used for the purpose of communicating both within the school community and/or in any public domain]

- The school community will act and carry out its duty of care for the information assets it holds in line with the Australian Privacy Amendment (Enhancing Privacy Protection) Act 2012 and the Victorian Information Privacy Act 2000
- All access to online systems housing personal and/or confidential data will be controlled with a complex 7 password.
- The school technician will ensure that appropriate technical controls have been deployed to minimise the risk of data loss or breaches.
- All information on school servers shall be accessed through a controlled mechanism,

with file permissions allocated and assessed on a need to know / principle of least privilege basis.

- All physical information back-up devices will be stored in controlled access areas.
- Fax machines will be situated within controlled areas of the school.
- All devices that are used to access sensitive information will be locked on password protection when unattended.
- Users will be vigilant when accessing sensitive or personal information on screen to ensure that no one else, who may be unauthorised, can read the information.
- Staff, students and the school community will not leave personal and sensitive printed documents on printers within public areas of the school.
- All personal and sensitive information taken off site will be secured through appropriate technical controls, e.g. encrypted removable media
- All devices taken off site, e.g. laptops, tablets, removable media or phones, will be password protected and secured, for example, not left in cars or insecure locations.
- Whenever possible, teacher administration, student work and assessment data will be created and stored, using online systems based in Australia.
- When Australian solutions are not adequate to the task required, teacher administration, student work and assessment data created and stored online will be based in other countries with suitable or equivalent security measures.
- Personal data collected and held shall be adequate, relevant and not excessive. It should be accurate and up to date and obtained only for specified and lawful purposes.
- Personal data should be held no longer than for the purpose it was originally collected.

Copyright & Ethical Use

The use of St Albans East's ICT resources carries with it responsibilities. Users must remember that when using the school's network, hardware and software, they are using ICT resources provided to them for educational purposes and they must be properly and legally used.

Users must not breach laws of copyright, privacy or intellectual property – this includes downloading or using illegal copies of software, music, audio, video and images. Copyright laws and licensing agreements must be respected and sources appropriately acknowledged.

Network and Internet access at St Albans East PS will be governed by the following procedures and regulations,

- Students will complete and abide by the SAEPS Acceptable Use Policy, annually
- Teachers will agree to the terms and conditions as set out in the DEECD Acceptable Use Policy

Staff and Year 3-6 students will,

- check permission rights before using materials, particularly images, from the internet
- ask permission of the copyright owner before using copyrighted material, keeping the permission documentation [eg. email] for future reference
- be taught to reference online resources and sites that they have used in their work
- be encouraged to hyperlink third-party content, rather than download and upload to their own work
- whenever possible, source copyright free or allowed works, such as creative commons, NEALS material or content in line with Part VA or Part VB Licence under the Copyright Act. Sources will be provided as links for students to access
- not remove logos or trademarks unless the terms of the website allow it
- not use or disclose the personal and/or confidential information of others in any online forums

The school will,

- seek parent/guardian permission for student work and student images in photos or film to be used on school created online spaces and promotional material
- ensure that students, whose parents have denied permission or failed to return the permission forms, will not have their work or image displayed on school created online spaces and promotional material. It is the classroom teacher's responsibility to monitor changes in parental permission throughout the year and gain permission for new students
- ensure that students are identified by first name only on school created online spaces and promotional material

Future Planning

Future Planning for ICT is an ongoing focus for the school leadership team and ICT team. In planning, implementing and sustaining a digital learning environment for the school, we seek to ensure that people work and learn in line with best eLearning practices for contemporary classrooms. This involves constant reference to the latest research around ICT in education and emerging trends in digital devices and online living.

In developing our ICT direction, we are guided by the following data sources,

- The latest New Media Consortium, K-12 Horizon Report [A comprehensive research venture established in 2002 that identifies and describes key trends, significant challenges, and emerging technologies likely to have a large impact over the coming five years in education around the globe]
- The Pew Research Internet Project [The Pew Research Center's Internet & American Life Project aims to be an authoritative source on the evolution of the internet through surveys that examine how Americans use the internet and how their activities affect their lives]
- The DERN, ACER research projects [Digital Education Research Network & Australian Council for Educational Research]
- Presentations and webinars from current, world renown educationalists, such as Sir Ken Robinson, Stephen Heppell, Sugata Mitra, Will Richardson, Robert Marzano, Daniel Pink and many others
- DEECD Digital Learning initiatives and support
- Team members' personal Professional Learning Networks

Documentation of the school's ICT planning, implementation and evaluation process utilises the Department of Education and Early Childhood Development's new [EduSTAR \[School Technology and Resources\] Planning Tool](#) and collaborative documentation in Google Apps.

Purchasing Strategy

At St Albans East, we view ICT as an essential teaching and learning tool, but we also understand it is an expensive and ongoing budgetary commitment. As significant school funding is allocated annually to the provision of ICT products and services at the school, we see the need for procurement and provision to be;

- part of a planned strategy
- managed in an effective and sustainable manner, maximising value for money and mitigating risk
- dealt with, at end-of-life, in an accountable, cost-effective and environmentally friendly manner

Budgetary Considerations and Process:

- The vision for ICT at the school will be developed by school leadership after consultation with the key stakeholders; ICT Team, teachers, students, school council. Advice will be sought from the general school community when needed.
- A detailed program budget to support the school's ICT vision will be prepared annually and costed by the eLearning Coach in consultation with the Multimedia Teacher and the school Service Technician
- Three or four core suppliers will be used for hardware and network purchases and/or leases allowing positive relationships with personalised service to be built between the school and the businesses
- When considering large expenses, such as network upgrades, we will interview prospective suppliers to ascertain how well they understand the school's specific needs.
- Where possible, we will ask for demonstration models of the equipment we wish to purchase or trial versions of software and online applications, so they can be tested for compatibility with our network, curriculum and needs.
- The purchase of software and online subscriptions of a general or productivity purpose will be included in the ICT budget. Curriculum specific software or subscriptions, such as Mathematics, will be included in the appropriate curriculum budget.

Acquisition Considerations:

- Initial purchase price / subscription cost / licensing
- Total cost of ownership, including; warranties, insurance, tech support, replacement parts, maintenance, technical support, associated consumables

- Payment models; purchase, lease, monthly/yearly subscription
- Compatibility with existing network infrastructure
- Compatibility with current and/or planned curriculum pedagogy and school needs
- Future proofing
- Technical support

Asset Disposal:

- Equipment for disposal will be removed from the school Asset Register and all licensed software and personal/sensitive information removed. This process will be overseen by the eLearning Coach, Multimedia Teacher and the Service Technician.
- School owned, ICT hardware that is no longer of value to the school, will be disposed of at the Brimbank Council Resource Recovery Centre
- OH&S requirements will be followed in the disposal of equipment and consumables and may necessitate the use of paid removalists

Resources:

- [Australian Curriculum](#)
- [Australian Government CyberSmart Website](#)
- St Albans East PS Mobile Phone Policy
- St Albans East PS Student Engagement and Wellbeing Policy
- St Albans East PS Behaviour Management Policy and Procedures
- St Albans East PS Bullying and Harassment Prevention Policy and Procedures
- St Albans East PS eSmart Policy
- St Albans East PS Communication and Schedule Policy
- Acceptable Use of DEECD ICT systems policy
- DEECD Information and Communications Technology (ICT) policy

Appendices:

[Appendix 1: Glossary](#)

[Appendix 2: St Albans East PS Electronic Consent Form](#)

[Appendix 3: St Albans East PS Acceptable Use Agreement](#)

[Appendix 4: School Data Management List](#)

[Appendix 5: School Network Infrastructure Map](#)

[Appendix 6: School Teaching and Learning ICT Equipment List](#)

[Appendix 7: Anchor Charts for Classroom Use of Technology](#)

Evaluation

The program leaders will review this policy as part of the school three year review cycle, with appendices being updated annually when required.

Review Year

2017
Amended: March 2016

Appendix 1: Glossary

Important terms children, parents and teachers should know

Source: Many terms were sourced from: <http://www.cybersmart.gov.au/Glossary.aspx#B>

1-1 Learning	1-1 learning, 1- Many, Many to Many....These are all phrases that emphasise the shift towards devices which are mobile and able to be used anywhere by learners. The phrases also describe the ratio of devices to user. In the 1-1 model, each person has constant access to one device. In the many to many model, users are able to choose from a range of devices, the one that serves their purpose at that time.
Blogging	Blog is derived from the combination of the words web and log. Blogs are virtual journals created by individuals and stored on the internet. They generally consist of text and images and entries or posts appear in a chronological format.
Bullying & Cyberbullying	<p>Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.</p> <p>Cyberbullying is bullying using digital technologies including mobile phones, email and social media tools.</p>
BYOD	BYOD is the abbreviation for <i>Bring Your Own Device</i> . It is the practice of allowing the students to bring their own computer/device to school for educational purposes. Many schools specify the device to be brought and work with companies to offer parents purchasing and/or leasing deals.
Chat Room	A chat room is a place on the Internet where people can get together and talk. They use programs which allow real time chat to take place and users may use headphones and speakers or text to socialise. Chat rooms are often found within gaming websites.
Cloud Computing	Cloud computing refers to the ability for people and organisations to access files, software, data and other services via the internet that are hosted remotely, typically by a third party organisation. An example would be an internet service which allows you to upload and store your files (e.g. audio, video and documents) online and access them later.
Copyright	Copyright is a type of legal protection for people who produce things like writing, images, music and films. It is a legal right to prevent others from doing certain things (such as copying and making available online) without permission [Australian Copyright Council]
Cyber Ethics	Cyber Ethics refers to the safe, ethical and appropriate use of, and behaviour in, online environments. It examines moral, legal and social issues in the development and use of online technology.
Encryption	Encryption is the coding or scrambling of information so that it can only be decoded and read by someone who has the correct decoding key. It is used in secure Web sites as well as other mediums of data transfer. If a third party were to intercept the information you sent via an encrypted connection, they would not be able to read it.
Flaming	Flaming is the posting of a nasty or insulting response to a post. Flaming is very common in chat rooms, online forums and on social media.
Grooming	Grooming is when an adult deliberately tries to befriend and establish an emotional connection with a child in order to lower the child's inhibitions with the intent of later having sexual contact. It may include situations where adults pose

	as children in chat rooms or social networking sites and 'befriend' children in order to make arrangements to meet with them in person.
Hacker	A hacker is someone who breaks into systems and performs other destructive or illegal acts with computers and networks. Some hackers like to prove that they can break into systems and leave a clue, whilst most prefer to leave no traces of their visits.
Hyperlink	A hyperlink is any text or graphics on a website that, when clicked on, will take you to another web page or another part of the same web page.
Intellectual Property	Intellectual Property represents the property of your mind or intellect. Types of intellectual property include patents, trademarks, designs, confidential information / trade secrets, copyright, etc
Malware	Malware is a term used to describe malicious software. This can include viruses, Trojans, adware, spyware, etc.
Microblogging	Microblogging websites are social networking websites that people can sign up for, and send out regular updates about their daily activities. One of the most popular micro-blogging sites is Twitter. Users of micro-blogging sites can both share their updates and follow others'.
Moderation	This is the process of providing comments or posts by a moderator. Once approved other users can see the comments or posts.
NEALS	NEALS (National Educational Access Licence for Schools) is an agreement between the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR), the state & territory education departments, and the Catholic and independent school sectors. NEALS allows schools to copy and communicate material from each other's websites and publications for educational use, free of charge. NEALS applies to print and digital material published by schools and educational bodies eg websites, bulletins etc. NEALS covers materials such as non-commercial curriculum materials, administration documents and policy materials. NEALS does not apply to films or sound recordings such as CDs or MP3 files.
Phishing	Phishing is when emails are sent from falsified email addresses. Many phishing emails often claim to be from a bank, online retailer or credit card company. These emails direct recipients to a website that looks like the real website of a retailer or financial institution, which is designed to encourage the visitor to reveal financial details such as credit card numbers, account names and passwords, or other personal information.
Piracy	Piracy is the illegal copying and/or distribution of copyrighted materials.
Posts	To post is to put content up online, such as on a social networking website or a chat forum. Examples of content that can be posted includes photos, status updates or blog content.
Predator	A predator is a person using the internet and online social mediums to groom, stalk, and make inappropriate contact with another person or group of people.
Principle of least privilege	The principle of least privilege means giving a user account only those privileges which are essential to that user's work. Privileges are permissions set on the server or device that allow users or software to perform certain actions. eg. install software
Privacy	The type of privacy covered by the <u>Privacy Amendment (Enhancing Privacy Protection) Act 2012</u> is the protection of people's personal information. Personal information is information that identifies a person or any information where a person is reasonably identifiable.

Profile	A profile is the personal information/bio that is entered onto social networking sites when users create their personal accounts.
RSS Feeds	RSS is an easy way to access information and updates from your favourite web sites without having to visit each web site multiple times a day or week. The RSS Feed is an internet format that automatically delivers the content you subscribe to, to your device, regularly, whenever the content on the site changes.
Sexting	Sexting refers to the sending of provocative or sexual photos, messages, or videos, generally using a mobile phone. It can also include posting this type of material online.
Social Media	Social Media includes websites and internet-based applications that enable users to create and share content online and participate in social networking and communication.
Spam	Spam is the sending of unsolicited, commercial electronic messages. Under the Spam Act 2003, spam is defined as including email, instant messaging, SMS and MMS (text and image-based mobile phone messaging) of a commercial nature. It does not cover faxes, internet pop-ups or voice telemarketing. ACMA is responsible for enforcing the Spam Act in Australia and actively works to fight spam.
Tagging	<p>A tag is a word, or a group of words, assigned to a picture, article or video, that allows the user to describe the content of the item and to search and cross-reference information online.</p> <p>Tagging is also used on social networking websites such as Facebook to enable users to identify the people that appear in photos they upload.</p>
Web 2.0	Web 2.0 is the term used to describe websites and online applications that allow people to create, collaborate, communicate, upload and share information. Web 2.0 differs from other types of websites as it does not require any web design or publishing skills to participate, making it easy for people to create and publish or communicate their work to the world. Examples of Web 2.0 applications are blogs, wikis, RSS feeds and microblogging.
Wiki	Wikis are web sites that many different users can add to and edit freely online. All wiki pages are co-created by a group of collaborating individuals, rather than a single author. The most famous wiki is the online encyclopedia Wikipedia.

Appendix 4: School Data Management List

Information Type:	Storage Device / Tool:	Storage Location:	Data Access / Control:
Student Assessment Data	SPA [Student Performance Analyser]	Sydney, Australia [Equinox Data Centre]	<ul style="list-style-type: none"> Account Password Protected Teacher Access School Administrator has full control over account and data deletion
	School Server	Local	<ul style="list-style-type: none"> Password protected School Service Technician has full control over account and data deletion
	Google Apps Domain	<u>Google Data Centres - WorldWide</u>	<ul style="list-style-type: none"> Account/s Password Protected Teacher Access School Administrator has full control over account and data deletion
	Teacher Notebook	Teacher Notebook - mobile	<ul style="list-style-type: none"> Password protected Teacher has full control over account and data deletion
	On-demand Testing for English and Mathematics	VCAA [Victorian Curriculum Assessment Authority] Local & Department Servers in Melbourne	<ul style="list-style-type: none"> Account/s Password Protected School Administrator and Teacher login Access Control over account and data deletion resides with VCAA
Student Digital Work Tasks	School based devices - Student Server Accounts, Classroom Notebooks and iPads	Local	<ul style="list-style-type: none"> Student Password protected School Service Technician has full control over account and data deletion
	<u>STILE</u> - Online Learning Management Tool	Sydney, Australia	<ul style="list-style-type: none"> Account Password Protected Teacher Access School Administrator has full control over account and data deletion
			<ul style="list-style-type: none">
			<ul style="list-style-type: none">
			<ul style="list-style-type: none">

Appendix 5: School Network Infrastructure Map

Updated: September 2014

WAPs Array Map

Array Placement Map



Appendix 6: School Teaching and Learning ICT Equipment List

Equipment:	Location:	Number of Items:
StoryPhones [for listening to audiobooks and podcasts]	P-2 Classrooms	Number of units [7]
iPads	5-6 Classrooms [assigned to individual teachers]	118

Appendix 7: Anchor Charts for Classroom Use of Technology

To be used in conjunction with classroom created anchor charts and support materials.

Resource Description &
Link:

Resource Image:

Mobile Devices Classroom
Anchor Chart [[Available here](#)]



In our classroom, we all agree to....

