



Guidelines/Expectations for the Use of Technology

AIP Goal 1: To develop and embed the Carlton North Primary School curriculum that ensures that learning for every student is at their point of need and that will provide appropriate challenge and high levels of engagement.

AIP Goal 2: To develop a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.

AIP Goal 3: To build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.

AIP Goal 4: To document the school's curriculum and teaching and learning practice to ensure high quality and consistent teaching and learning that challenges and engages every student at their point of need.

Our Vision for Digital Technologies at CNPS

Carlton North Primary School's purpose is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be an engaged, self-managing, lifelong learners. The teaching and learning at our school is based on excellence and high expectations. We believe that the use of technology as a teaching and learning tool engages students and enhances the quality of learning opportunities. We provide a wide array of learning tools and platforms to meet the specific learning needs and learning style of each individual student. Technology at CNPS supports the provision of a stimulating academic environment and a challenging curriculum that is student-centered.

1. BYOD and iPad/Computer Use
2. LCD Screen Use
3. SeeSaw
4. Compass
5. Email
6. Essential Assessment
7. Raz Kids
8. Google Drive/Classroom

1. BYOD and iPad/Computer Use

The purpose of the implementation of a BYOD Program in 2019 is to further enhance the quality of learning opportunities for our students by providing access to digital devices.

Devices at CNPS

- BYOD student owned devices (school preferred device is the iPad).
- Small class sets of iPads - to be used by students if they have forgotten their device or their device requires servicing/repair. Please note, equity support will be provided to families in need.
- Chromebooks - available for student use.
- LCD screens - one per learning space to be used to enhance the teaching of the Victorian Curriculum.



Management of student owned devices during the school day

Classroom doors open at 8:50am. At this time teachers need to be in the classroom, unlock the iPad charging stations and supervise the students placing their device in the stations.

It is the student's responsibility to remember to bring their device to school fully charged and to remember to put their device in to the station. The teachers are responsible for reminding the students to put their device in the station. (We see this process as being the same process in place for students remembering to put in their lunch order.)

Each classroom teacher has developed and a recording system for the signing in and signing out of the devices based on the requests of parents (i.e. dependent on whether parents would like devices to stay at school overnight etc.). This recording system is clearly displayed near the charging station.

Anytime the devices are not in use, including recess and lunchtime, the teacher is responsible for ensuring that the charging stations are locked. When there is no one in the classroom, it is the responsibility of the last teacher who was in that room to lock the classroom door, this includes, recess, lunchtime, during specialist lessons, and before and after school.

Management of student owned devices after 3:30pm

Each classroom teacher has developed and a recording system for the signing in and signing out of the devices based on the requests of parents (i.e. dependent on whether parents would like devices to stay at school overnight etc.). This recording system is clearly displayed near the charging station.

The teacher in charge of the class in session 6 will be responsible for the distribution of devices from the charging station at the end of the school day and for locking the charging station and classroom door. Students must show that their device is securely stored inside their school bag before leaving the classroom.

Big Childcare staff collect Foundation students from their classroom, those students will carry their devices in their school bag to aftercare. Students in Years 1-6 who are attending after school care will walk to after care with their device in their school bag. Big Childcare staff will then ensure that all devices are stored securely in a locked filing cabinet. Parents will collect their child's device when they sign their child out of aftercare. Students devices must remain in their school bag before and after school.

Management of school owned devices

School owned devices will be distributed across the school to ensure equity of student to device ratios schoolwide.

Management of appropriate use of technology at school

To use technology at school, students must agree to abide by the CNPS Digital Citizenship Agreement. Teachers are required to supervise all learning environments; the school grounds, the classroom and excursions - online spaces are also considered a learning environment. Therefore as part of that duty, teachers are required to adequately supervise students who are working in these spaces. This duty also requires protection from risks that could arise (i.e. those that the teacher should reasonably have foreseen) and against which preventive measures could be taken. (DET)



Teachers are responsible for monitoring the use of technology while at school, it should always align with school values and meet the school's technology user agreement.

The school leadership is responsible creating clear processes and practices to manage classroom and online behaviour and respond to any incidents that may arise.

When there has been inappropriate use of technology at school, teachers must discuss the appropriate course of action with a member of school leadership and then this will be communicated to students and parents.

Student devices must remain in their school bag before and after school. Students are not allowed to have their device out when in the playground before and after school or at recess or lunchtime. Any student found using their device or mobile phone in playground outside of lesson times will have their device confiscated and their parents will be required to collect their device from the Office. If a parent is unable to collect their child's mobile phone at the end of a school day and this phone is required for security, leadership will determine an alternative consequence (e.g. no recess/lunchtime play).

Use of Apple Classroom

Apple Classroom is a device management app that provides teachers with the capability to closely supervise student use of their device. The program provides the following functions for teachers:

- Full control over student iPads
- Mute the sound and lock the screens
- Reset passwords
- Launch and lock apps
- Open an app, book or webpage on all devices at once
- Group students and have small groups working on different apps, books or websites
- Access to view each students' iPad screen in real time
- Navigate all students to specific content
- Share student iPad screens to the apple TV
- Share and receive documents using airdrop
- End class and see class summary

Management of student wellbeing while using devices

Principals and teachers have a duty of care to take reasonable steps to protect students from any harm that should have reasonably been foreseen, including those that may be encountered within the online learning environment. (DET) Teachers are responsible for preparing and delivering curriculum plans that explicitly teach safe, responsible and ethical online behaviours.

The school leadership is responsible for arranging information sessions and support for families on cybersafety, appropriate technology use, and App management. Teachers are responsible for instructing students on appropriate posture when using devices. As much as possible, students should be sitting at desks while using devices. Teachers are responsible for monitoring this and reminding students.



Teachers are responsible for monitoring student screen time. Students should be encouraged to complete and produce work through multiple tools and forums including hand written work, presentations, etc.

Management of breakages or technical concerns

The Department of Education and Training does not have insurance for personal property of staff, students and visitors. CNPS encourages staff and students to obtain appropriate insurance for personal devices brought to school. Processes have been developed to ensure the security of personal student devices brought to school. All staff are required to follow the processes outlined within this document to ensure that risks of loss or breakage of devices are minimised. Technical support and advice is available through the school's Technical Support Schools Program (TSSP) Technician.

2. LCD Screens use Guidelines for Teachers

The purpose of the LCD screens in the classroom is a tool to enhance teaching of the Victorian Curriculum only.

Examples of how the LCD screen can support and enhance student learning include:

- displaying LI, SC, lesson instructions, information and lesson stimuli,
- videos linked to a digital literacy lesson with follow up activities,
- text to text (film to book) comparison with follow up discussion and learning tasks,
- displaying a positive rewards system (e.g. Class Dojo for positive only), and
- occasional wriggle breaks (not every time, just sometimes).

Examples if **inappropriate** LCD screen use include:

- watching cartoons and other shows not linked to learning,
- regular use of audio books (occasional audio books are ok),
- using the LCD screens and other devices during wet/extreme weather days, and
- watching more than 1 movie per term per class, please note that all movies need to be linked to the learning and curriculum e.g. a movie about the environment may link to an inquiry unit on sustainability.

3. SeeSaw

The purpose of SeeSaw is a tool for the communication of **student learning**. It is not for communication of administration information, e.g. excursion reminders.

The use of SeeSaw will support the development of a community of learners (students, parents/carers, staff) where there is mutual trust, effective communication, respect and shared responsibility for the education of all students.

Engagement with SeeSaw will build a culture where students feel positive and connected to the school, see themselves as partners in their learning, better understand their learning growth and feel confident in expressing this to others.

We do not encourage parents to use SeeSaw as a communication tool for teachers as teachers do not check SeeSaw communication as regularly as their email.



Learning Goals - at least 1 per term

Each term, **every student** will use SeeSaw to share **at least one** goal with their families in the following areas:

- Reading
- Writing
- Mathematics
- Physical Education
- Italian
- Arts
- STEM

If they achieve their learning goal and are able to share the evidence and/or reflection of achieving this learning goal, it is ideal that they do so.

Weekly Overview of Learning

Each Year Level Team will post the overview of the learning for the week on SeeSaw.

Specialists will post an overview of the learning for the term by the end of the second week of each school term.

Other Learning

Sharing of learning other than the above learning goals and overviews is encouraged. Examples of this include photos or videos of presentations, author's chair readings, work the students proud of, conference conversations, pictures from events etc.

4. Compass

The purpose of Compass is a tool for the communication of **administration information**. Compass is used for the communication of student attendance rolls, excursions, fees, calendar of events, reminders, chronicles of First Aid attendance and student behaviour. It is also the tool for the creation and communication of semester reports.

Student Attendance Roll- Compass

The class attendance roll is the responsibility of the teacher, it is a legal document and should be completed with care and accuracy. The roll should be marked on Compass at the beginning of each day before 10am and again after lunch before 2:30pm. Specialist teachers will mark the class roll on Compass when teaching the class in sessions 1 and 5.

Parents are required to inform the school of their child's absence through Compass. If a roll is not marked or a child is absent without a documented explanation, parents will be notified via an SMS message at the expense of the school.



Events: Camps/Excursions /Incursions

It is essential that excursion planning takes place sufficiently ahead of time, to ensure parents are provided with adequate time to organise payment.

- All events that require permission and/or payment from parents must be entered and approved on Compass at least 2 weeks prior to the event.
- Events that cost more than \$20 must be approved on Compass at least 4 weeks prior to the event.
- Events that cost more than \$100 must be approved on Compass at least 8 weeks prior to the event.

All excursions require principal approval and must be communicated to all staff and in particular Janai.

All excursions must be entered on the **Student Activity Locator (link below)** by the teachers in charge of the excursion.

<https://www.education.vic.gov.au/school/teachers/studentmanagement/excursions/Pages/sal.aspx>

Calendar of Events

All special events including those that do not require parent permission/payments, e.g. Student Expos, will be entered on to the Compass Calendar

First Aid Attendance and Chronicles

All student attendance to First Aid is recorded on Compass. Parents are notified of their child's attendance to First Aid via a Compass notification. If a student attends First Aid for a serious injury (i.e. if the student requires immediate medical attention) or a head injury the staff member on First Aid duty will call the student's parents. If the parents do not answer the call then the student's emergency contact will be called.

5. Email

Staff will respond to emails from parents and carers within two to three working days. If a staff member is unable to respond in full to the query made, then it is expected that a short email explaining that the matter is being looked into or information gathered is sent within two to three working days.

6. Essential Assessment

Essential Assessment is an online diagnostic assessment tool aligned with the Victorian Curriculum. At CNPS Essential Assessment is used as a formative assessment tool for Mathematics. The website has recently added assessment for Reading and Writing. The assessment assists students and teachers in developing individual student learning goals and determines student point of learning need. Essential Assessment also offers an online maths program - *My Numeracy* that acts as a differentiated formative maths online model with an interactive teaching and learning function that enables students to progress through each proficiency standard of each achievement standard of the maths curriculum online. This tool can be utilised for in the classroom and as home learning.



7. Raz-Kids

Raz-Kids is a resource that provides a library of differentiated books aligned with the Fountas and Pinnell Reading benchmarks. Teachers can manage and track their students' reading progress including their comprehension. Teachers are expected to encourage the use of Raz-Kids for students reading texts of difficulty up to Fountas and Pinnell (F&P) Level Z.

8. Google and Google Classroom

Google apps and Google Classroom provides a wide array of tools for students and teachers to create and collaborate. Google Docs, sheets and slides provide an online collaborative workspace. Surveys or rosters can be created on an online form using Google Forms.

Google Docs/Classroom for students

Google Docs and Classroom provides a wide array of tools for students to create and collaborate. Teachers are required to adequately supervise students who are working in these spaces. This duty also requires protection from risks that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken. (DET)