



Churchlands
Primary School

BYOD Program 2024

For New Parents

Luke Johnson
Holden Lai

Outline...

Why & What?

CPS Digital Technology Program goals

Measuring Success

How?

iPads in context

Purchasing

Classroom Rules & Procedures

Life at home with tech?

- Screentime App
- Digital Citizenship Support
- Tips

BYOD Program Goals

Assessment Readiness

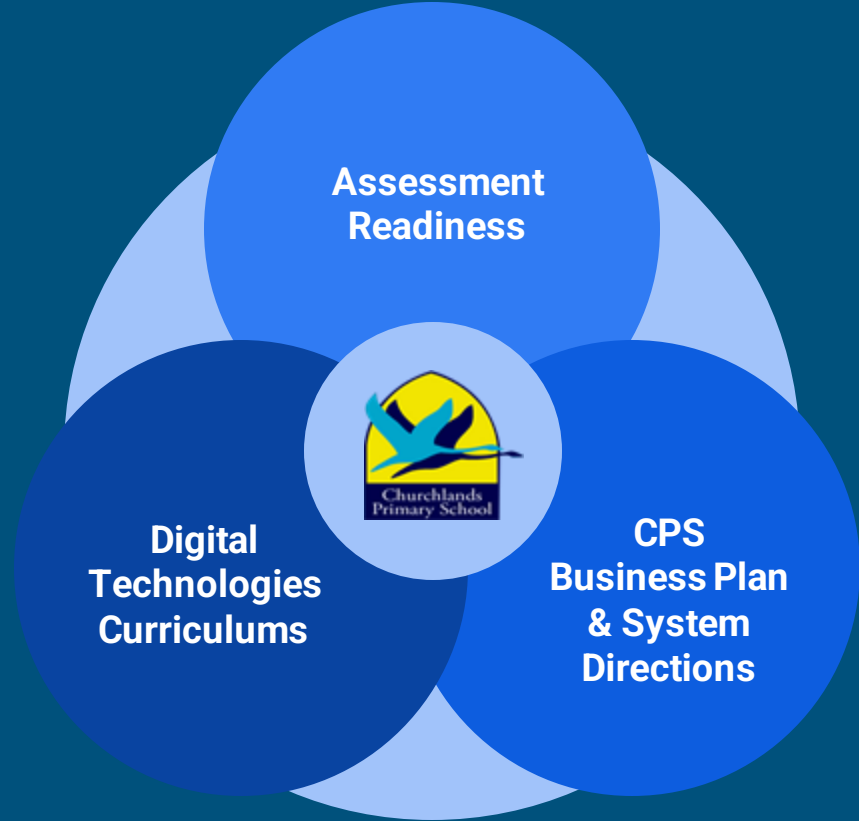
- NAPLAN Online
- ACER Assessment Tool
- **Brightpath Assessment Tool**

Authentic Delivery of the Digital Technologies Curriculums

- Digital Technologies
- Design & Technology
- ICT General Capabilities

SYSTEM & CPS Business Plan Directions

- Integrated Technology & Deep Learning Pedagogies / STEAM
- Visible & Differentiated & Independent Learners




Program Goals | Assessment Readiness

NAPLAN Online

00:42
Next
Previous

Question 14 of 15



This article below was printed in a school newsletter.

It's Not Fair!

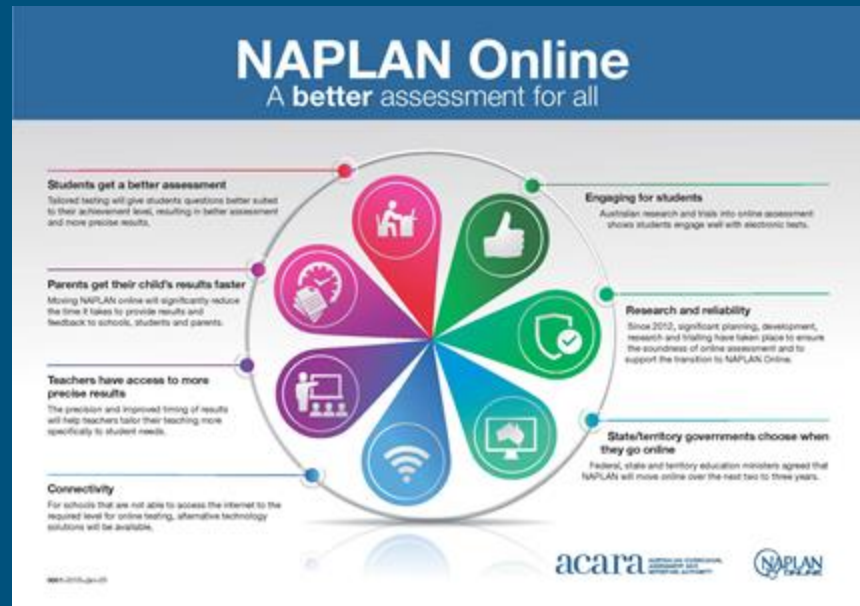
The students in our school have decided to make our own Fair Trade Policy. We want to place a school-wide ban on sports shoes made in overseas factories that force people to work in bad conditions and for low wages.

If we keep buying these shoes, then the workers will continue to be treated poorly.

Kamila Singh – President of the Junior School Council

Which one of the following reasons best explains why Kamila feels we should care about the treatment of these workers?

- ☐ We have a legal duty to look after people in other countries.
- ☐ We should consider the rights of others, no matter where they live.
- ☐ If these workers are not looked after properly then they will make poor quality shoes.
- ☐ We should give more international aid to people so that have to work in these factories.

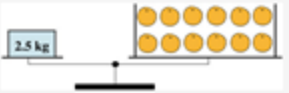


Program Goals | Assessment Readiness

ACER Online Assessments

OPI Maths (Saturn Short) – Yellow

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29



What is the approximate mass of three oranges?

- ☐ 250 g
- ☐ 750 g
- ☐ 600 g
- ☐ 700 g

Back Next

PAT-R Comprehension / Group Report / Test 5

between 13-01-2015 and 20-01-2015 for selected candidates

Close report

View charts Download 20 results

Comparing candidate results to Year 5

	Scale score	Difficulty level	98	118	91	109	108	125	104	105	109	124	110	91
		Question Classification	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT	BT
		Percentage correct within this group	95%	75%	100%	80%	100%	65%	100%	100%	90%	75%	95%	80%
		Question Number	1	2	3	4	5	6	7	8	9	10	11	12
Allen, Linton	19-01-2015	33	153.9	98th	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bryd, James	13-01-2015	21	121.3	36th	4	✓	D	✓	✓	✓	D	✓	✓	✓
Burgess, Holly	19-01-2015	32	146.4	94th	8	✓	D	✓	✓	✓	✓	✓	✓	✓
Burns, Jeremy	19-01-2015	33	153.9	98th	9	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dean, Jacob	13-01-2015	31	141.9	88th	7	✓	✓	✓	✓	✓	✓	✓	D	✓
Dixon, Christina	19-01-2015	28	133.3	71st	6	✓	D	✓	✓	✓	✓	✓	✓	✓
Ferguson, Harry	13-01-2015	26	129.3	60th	6	✓	✓	✓	A	✓	✓	✓	✓	✓
Fields, Raymond	13-01-2015	27	131.2	65th	6	✓	✓	✓	✓	A	✓	✓	D	✓





Program Goals | Assessment Readiness

Brightpath

Term 4 2022 Number and Algebra - ROOM 1 - Results

Question No.

Which pack has the **least** number of hairclips?

- ☐ 
- ☐ 
- ☐ 
- ☐ 

Challenge Level Up To: Medium Difficulty

Task Description

Counts arrays of shapes in groups of fives.

Number of students by category for this question

Total No.

Correct

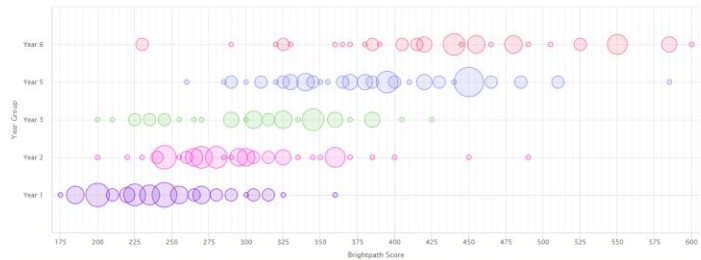
Incorrect, but in reach (focus question)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

Next

Previous

All Students



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	441	440	87.6	50	50
Year 5	393	395	63.8	65	65
Year 3	311	315	55.5	41	41
Year 2	296	280	53.9	61	61
Year 1	243	245	40.2	57	57

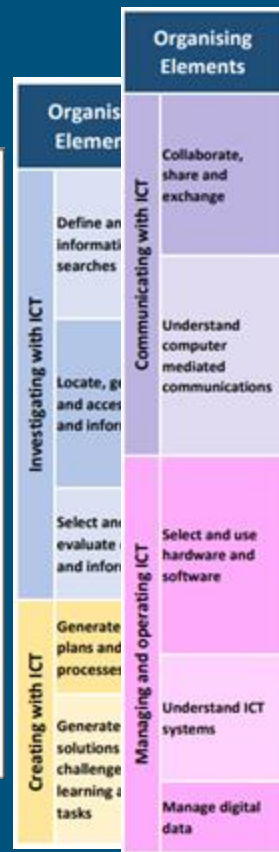
Program Goals | Digital Technologies Curriculum

ACARA (Australian Curriculum, Assessment and Reporting Authority) set *ICT General Capabilities*

Information and Communication Technology (ICT) Capability Learning Continuum (ACARA)

Organising Elements	Stage 0 <small>Typically by the end of Foundation Year 0 students</small>	Stage 1 <small>Typically by the end of Year 1 students</small>	Stage 2 <small>Typically by the end of Year 2 students</small>	Stage 3 <small>Typically by the end of Year 3 students</small>	Stage 4 <small>Typically by the end of Year 4 students</small>	Stage 5 <small>Typically by the end of Year 5 students</small>
Recognise intellectual property	recognise ownership over their own digital work	recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others	acknowledge when they use digital products created by someone else, and start to indicate the source	identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions	apply practices that comply with legal obligations regarding the ownership and use of digital products resources	identify and describe ethical dilemmas and consciously apply practices that protect intellectual property
Apply digital information security practices	follow class rules about using digital information	follow class rules about applying selected standard guidelines and techniques to secure digital information	independently apply standard guidelines and techniques for particular digital systems to secure digital information	independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments	independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments	use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct
Apply personal security protocols	follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences	apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	identify the risks to identify, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	identify and value the rights to identify, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities	independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities
Identify the impacts of ICT in society	identify how they use ICT in multiple ways on multiple devices	identify how ICT is used at home and at school	identify the value and role of ICT use at home and school	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives	explain the benefits and risks of the use of ICT for particular people in work and home environments	assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use

From bit.ly/ict4 - version as of 21/04/2014 - adopted from www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-communication-technology-capability/ by Rob McTaggart. Shared freely.



Program Goals | Digital Technologies Curriculum

*ICT General
Capabilities*
Through individual
student Digital
Passports

P-2 Digital Passport

General Capabilities	iPad Capabilities	Creating with ICT	Communicating with ICT	Investigating with ICT
I can follow class rules when using technology	I can turn my iPad on and off	I can create mind maps on my iPad	I can share my work on SeeSaw and Showbie	I can get work from Showbie and SeeSaw
I can use technology safely, sensibly and appropriately	I can change the volume on my iPad	I can create work that has text, images, video and audio	I can share with Airdrop & AirPlay	I can follow links to websites
I can keep passwords safe	I can take a clear photo	I can change size, colours, fonts to make my work look good	I can add to group work with Book Creator, SeeSaw and Padlet	I always ask a teacher before I search
I know what to do when some doesn't FEEL right online!	I can crop images properly	I can edit text with bold, underline and italic	I can like and add nice comments to other's work	I save images to camera roll
I share online appropriately	I can take a screen grab	I can copy and paste	I can record nice feedback comments	I can scan QR codes
	I can login to school apps		I can listen to recorded audio feedback	I can sort information as 'useful' or 'NOT useful'

Program Goals | SCSA (WA School Curriculum and Standards Authority)

Digital Technologies Curriculum

Authentic Delivery of the Digital Technologies & Design and Technology



Digital Citizenship

common sense education®

Digital Citizenship | EdTech Reviews | Professional Development & Advice | Resources

New lessons for grades 3-8!

Digital Citizenship Curriculum

These new and revised lessons, based on our original K-12 Digital Citizenship Curriculum, take on timely topics for school communities, support teachers with improved classroom tools, and prepare students to take ownership of their digital lives. Learn more.

Filter by grade: 3, 4, 5

- Media Balance & Well-Being
- Privacy & Security
- Digital Footprint & Identity

3rd Grade

Rings of Responsibility

See the Research

Learn more about the approach behind our research-based curriculum.

Digital Citizenship SCOPE & SEQUENCE

Unit	1	2	3	4	5	Application & Assessment
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Pre-Primary/Grade 1 - Zippep's Circus

Hook: 3CyberWise App As a class, play the game, and discuss issues involved. Digital Citizenship Areas: <ul style="list-style-type: none"> Age appropriate activities. Cyberbullying. Protecting personal information. Secure passwords. Talking with trusted adults. Positive online experiences. 	Zippep's Circus This resource can be used as a whole class activity or in small groups. OBJECTIVES <ul style="list-style-type: none"> Define who is real and who is not about what they are doing online. Demonstrate safe behaviors regarding passwords and private information. Evaluate positive and negative social behaviors online. Play the game: 1. Activity: What is real? 2. Activity: What is not real? THINK 1. Activity: What is real? 2. Activity: What is not real? DO 1. Activity: What is real? 2. Activity: What is not real? LEARN 1. Activity: What is real? 2. Activity: What is not real?	Zippep's Circus This resource can be used as a whole class activity or in small groups. OBJECTIVES <ul style="list-style-type: none"> Define who is real and who is not about what they are doing online. Demonstrate safe behaviors regarding passwords and private information. Evaluate positive and negative social behaviors online. Play the game: 1. Activity: What is real? 2. Activity: What is not real? THINK 1. Activity: What is real? 2. Activity: What is not real? DO 1. Activity: What is real? 2. Activity: What is not real? LEARN 1. Activity: What is real? 2. Activity: What is not real?	Zippep's Circus This resource can be used as a whole class activity or in small groups. OBJECTIVES <ul style="list-style-type: none"> Define who is real and who is not about what they are doing online. Demonstrate safe behaviors regarding passwords and private information. Evaluate positive and negative social behaviors online. Play the game: 1. Activity: What is real? 2. Activity: What is not real? THINK 1. Activity: What is real? 2. Activity: What is not real? DO 1. Activity: What is real? 2. Activity: What is not real? LEARN 1. Activity: What is real? 2. Activity: What is not real?	Zippep's Circus This resource can be used as a whole class activity or in small groups. OBJECTIVES <ul style="list-style-type: none"> Define who is real and who is not about what they are doing online. Demonstrate safe behaviors regarding passwords and private information. Evaluate positive and negative social behaviors online. Play the game: 1. Activity: What is real? 2. Activity: What is not real? THINK 1. Activity: What is real? 2. Activity: What is not real? DO 1. Activity: What is real? 2. Activity: What is not real? LEARN 1. Activity: What is real? 2. Activity: What is not real?	Zippep's Circus This resource can be used as a whole class activity or in small groups. OBJECTIVES <ul style="list-style-type: none"> Define who is real and who is not about what they are doing online. Demonstrate safe behaviors regarding passwords and private information. Evaluate positive and negative social behaviors online. Play the game: 1. Activity: What is real? 2. Activity: What is not real? THINK 1. Activity: What is real? 2. Activity: What is not real? DO 1. Activity: What is real? 2. Activity: What is not real? LEARN 1. Activity: What is real? 2. Activity: What is not real?	Project Final! Create a Cyber Safety poster competition. Book Creator - Published Class Book (see CPS Core Technology) Explain Everything Animations (see CPS Core Technology) Fluency Partner (see CPS Core Technology) Storyboard Animations (see CPS Core Technology) Create short Cyber Safety communication on a chosen Digital Citizenship message. Publication options for chosen posters include: CPS Book Library Storyboard School Newsletter
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Program Goals | System Directions STEM

Deep Learning



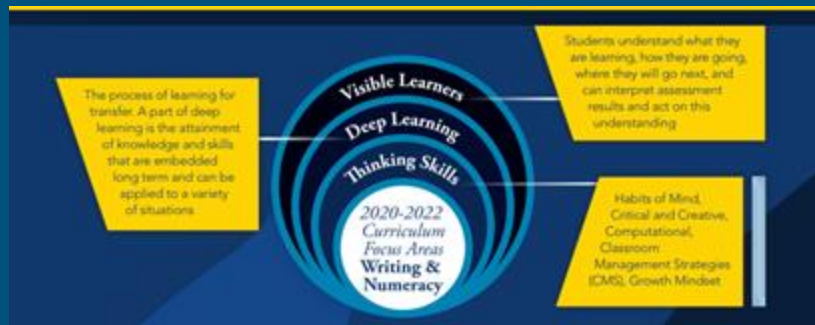
Program Goals

Improvement Strategies

- Continue to embed Information and Communications Technology (ICT) and Digital Technologies across all year levels and curriculum areas
- Continued provision of authentic opportunities for students to engage with, and extend their knowledge in Digital Technologies and STEAM learning

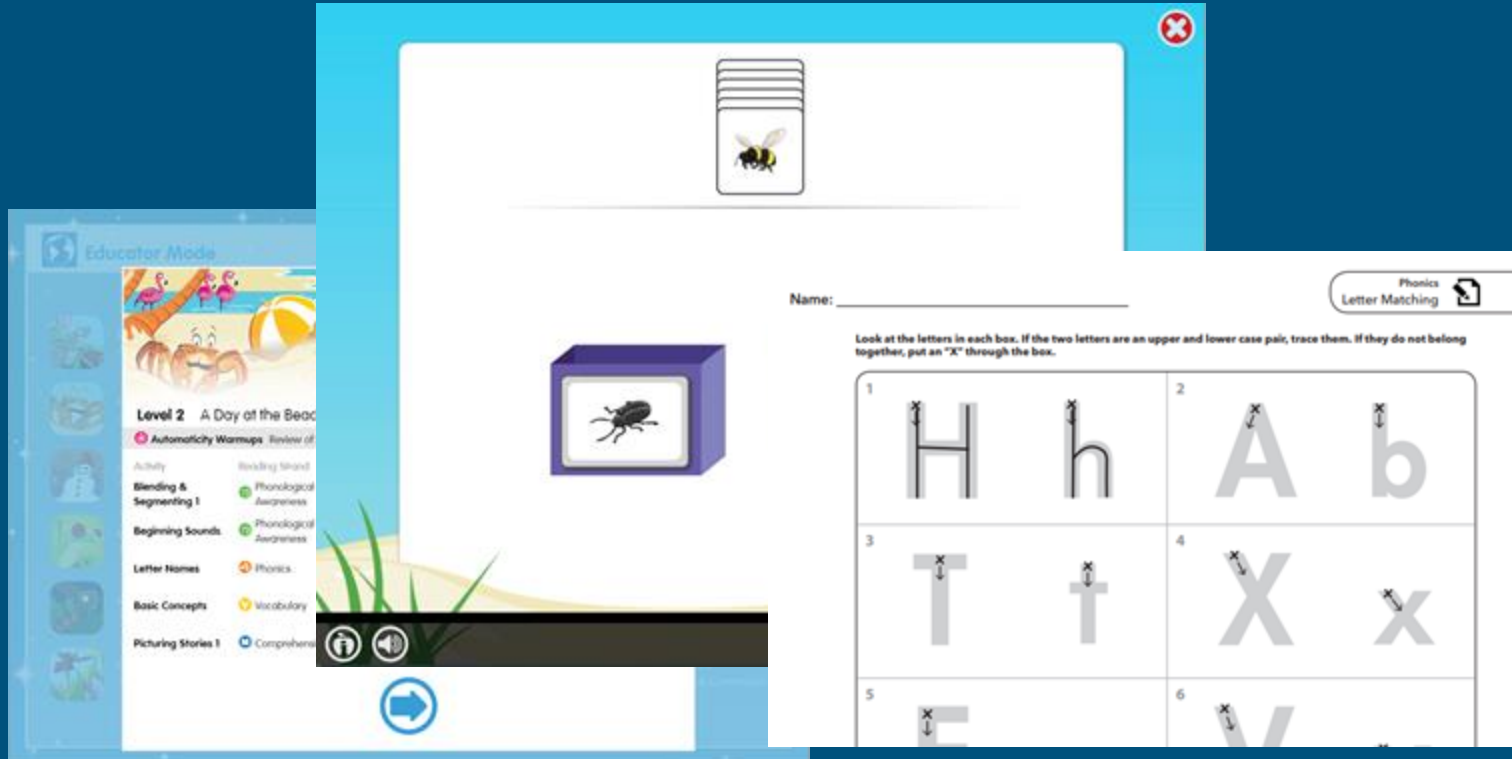
Performance Indicators

- CPS Digital passports are used to track student ICT Capabilities learning in each classroom
- CPS Computational Thinking program is followed in years 1-6
- Integrated STEAM Learning programs are included in each classroom
- Improved STEAM extension and extra-curricula program to include inter-school events



Program Goals | Differentiation

Lexia Core 5

The screenshot displays the Lexia Core 5 Educator Mode interface. On the left is a vertical sidebar with icons for various activities. The main content area shows a lesson titled "Level 2 A Day at the Beach" with a beach scene illustration. Below the title are sections for "Automatic Warmups", "Activity", "Blending & Segmenting 1", "Beginning Sounds", "Letter Names", "Basic Concepts", and "Picturing Stories 1". Each section has a corresponding icon and a brief description. At the bottom of the main area, there are icons for a magnifying glass, a speaker, and a blue arrow pointing right. On the right side of the interface, there is a "Phonics Letter Matching" section. It includes a "Name:" field, a "Look at the letters in each box. If the two letters are an upper and lower case pair, trace them. If they do not belong together, put an 'X' through the box." instruction, and a grid of six boxes. Each box contains a pair of letters for matching: 1. H and h, 2. A and b, 3. T and t, 4. X and x, 5. E and e, 6. V and v. Each letter has a small 'x' and a downward arrow indicating a tracing path.

Program Goals | Differentiation

Mathletics

Mathletics



1 of 16 NA REVIEW Whole Numbers & Place Value - AreYouReady

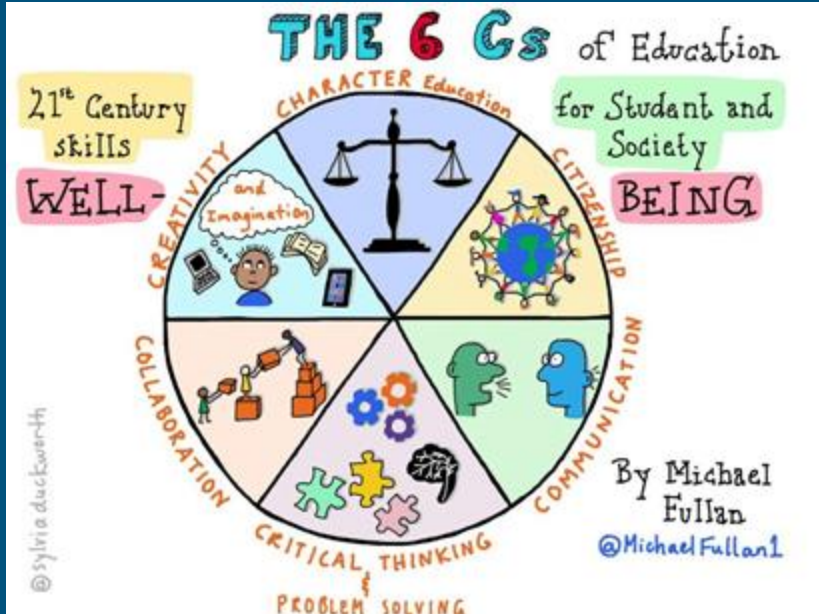
Write in numerals:

six hundred and forty-two



Program Goals | Deep Learning / 21st Century Skills & Knowledge

Deep Learning



WHAT ARE 21ST CENTURY SKILLS? THESE 4 C's:

C

COMMUNICATION

Sharing thoughts,
questions, ideas &
solutions

C

COLLABORATION

Working together to
reach a goal. Putting
talent, expertise,
and smarts to work

C

CRITICAL
THINKING

Looking at problems in
a new way and linking
learning across
subjects & disciplines

C

CREATIVITY

Trying new approaches
to get things done equals
innovation & invention

Program Goals | Business Plan Directions

Integrated Technology & Deep Learning Example - Year 4 Frog Pond Project



Program Goals | Business Plan Directions

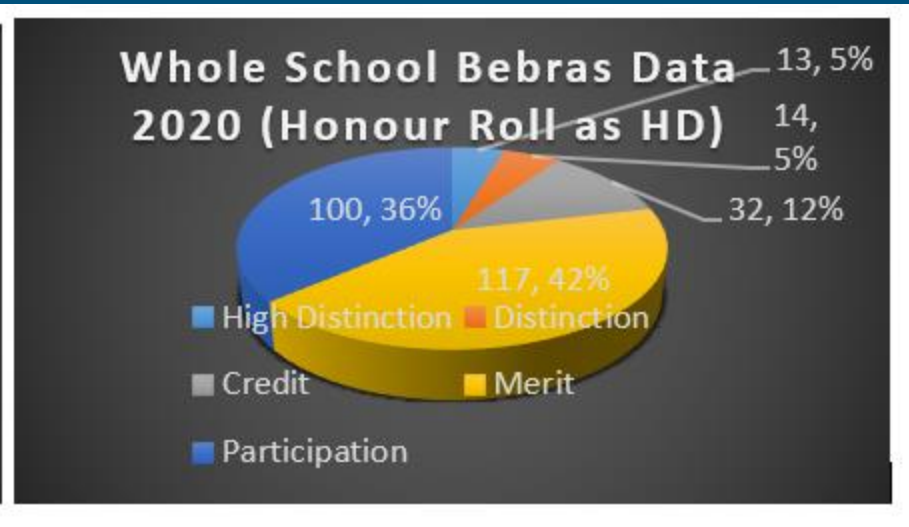
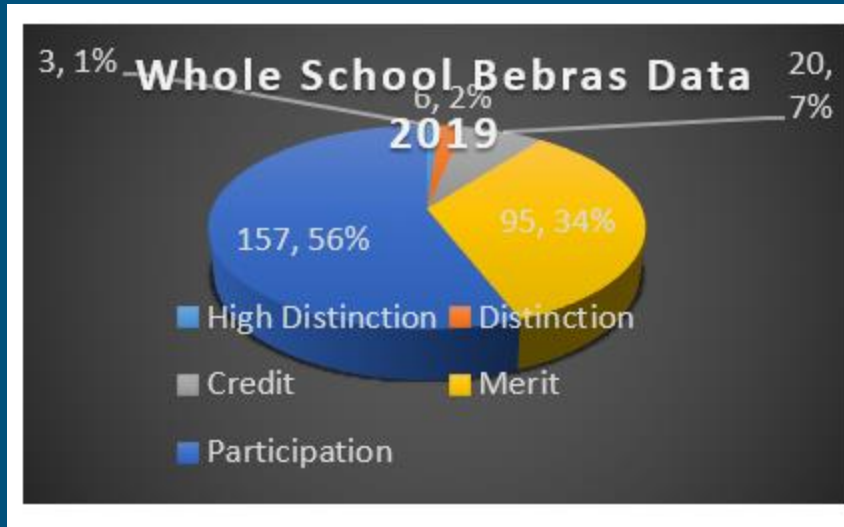
Integrated Technology & Deep Learning Example - Year 4 Frog Pond Project

iPads complimented traditional learning tools to:

- Personalise research with Safari
- Access teacher collated research and information through Showbie & Youtube
- Collaborate and synthesise group thinking with Padlet
- Document progress of project with Camera
- Publish group findings and created contents with Google Sites
- Create 3D virtual model of designed ponds with CoSpaces
- Annotate and animate with coding to simulate features of frog pond designs with Cospaces
- Observe and immerse in others designs to provide feedback in VR with CoSpaces

Measuring Success | Curriculum Data

BEBRAS / AGAT Student
achievement data

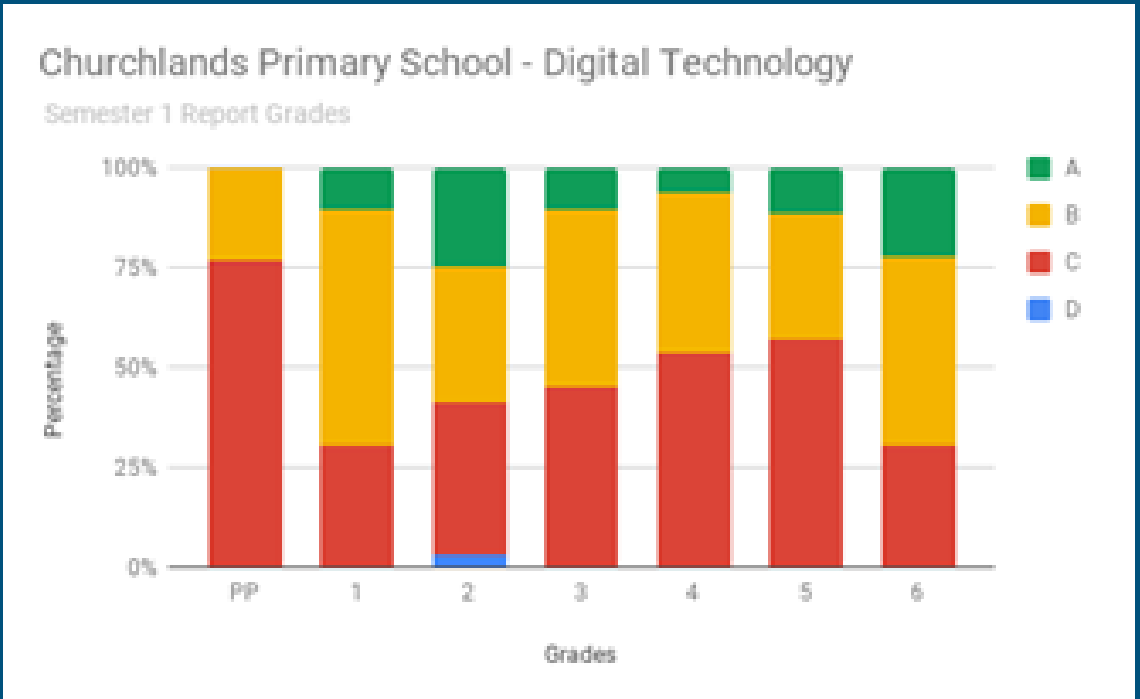


Digital Passport Skills & Knowledge tracking

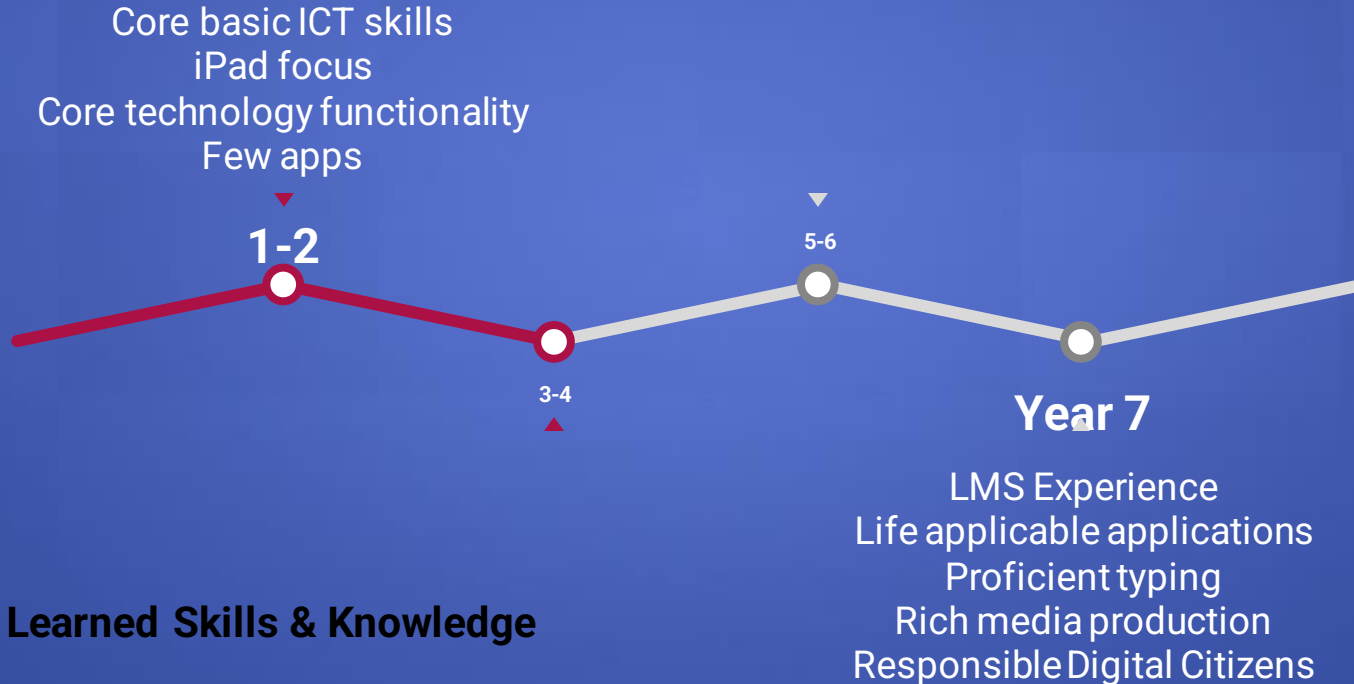
General Capabilities	iPad Capabilities	PC Capabilities	Creating with ICT	Communicating with ICT	Investigating with ICT
Follows class rules when using technology	Uses the 'Settings' app to change privacy, wifi, and accessibility settings appropriately.	Can login to the network with student login	Uses both iPad and PC creative tools including Microsoft and OPS core apps to create documents.	Uploads work (photos, videos and typed text) to various appropriate digital platforms	Uses Internet browsers and the search URL, window to visit an intended website, when appropriate
Uses technology safely, sensibly and appropriately	Independently manages device storage	Can use Windows to change volume, minimise and maximise windows and open applications	Designs digital work which is easily readable including titles, captions, page numbers, contents pages, and indexes	Annotates uploaded work, describing learning objectives, processes used, and reflections, using writers, drawers, audio and slides information	Bookmarks appropriate and useful websites
Keeps passwords and secures information safe	Appropriately and effectively organises iPad Apps and Media	Can use shortcuts (copy, cut, paste, undo, save)	Creates original digital work that includes text, images, audio, video, animation and audio	Provides detailed specific feedback on student work with at available tools	Uses advanced searching techniques such as images with transparent backgrounds
Actively and positively contributes to online community (swales)	Edits images in the 'Photos' app	Can save files to personal server location, with assistance	Produces digital work that requires human input and interaction	Edits, refines and reuploads digital work after receiving specific feedback on digital platform	Plans information searches, and uses keywords to search basic text based sites
Uses effective strategies when dealing with cyberbullying or inappropriate content.	Uses 'Share' to share digital work between any app/device independently	Can retrieve files from networked locations on the school network	Works effectively with others to produce digital work	Uses online communication tools, such as email to appropriately communicate with an intended audience	Works with multiple tabs in Safari or Chrome
Follows the classroom troubleshooting rules when solving problems		Can print a page and collect it from the printer	Types efficiently and accurately with keyboard (typist)		Understands who owns content found online and how they can use it

Measuring Success | Curriculum Data

Reporting to Parents Data



The ICT Capabilities Trajectory



What our iPad program is Not!

*"If we teach today as we taught yesterday,
we rob our children of tomorrow."*

➤ John Dewey

- Less focus on Reading, Writing & Numeracy
- No handwriting
- Children on their iPads 24/7
- Playing games all day
- Less socialising

Term 4 Week 6 Junior Block iPad Usage



**Week 6 Avg
Time on iPad -
Rooms 1- 6**

27 min

**Avg Time Writing
Vs Typing
Rooms 1- 3**

2%

**Avg Time Writing
Vs Typing
Rooms 4 - 6**

4%

Why iPads?

"The iPad... can be a Science lab, literacy tool, research station, history archive, language lab, art canvas, music studio, video editing suite, game-based learning console and a library."

➤ www.ipadineducation.co.uk/iPad_in_Education/iPad_in_Schools.html

- Multimodal, mobile and accessible learning
- Promotes interactivity and collaboration
- Easy to use interface
- Huge variety of applications
- Minimal technical support required
- They're QUICK!

Why BYOD?

- BYOD currently most economical model - families own device
 - Approximately \$100 per year
- Other models explored:
 - Family voluntary contributions
 - Community Funded (P & C)

Models and technology choice continue to be analysed

BYOD iPad Procedures & Guidelines



Bring Your Own Device iPad Program

2024

CPS Website

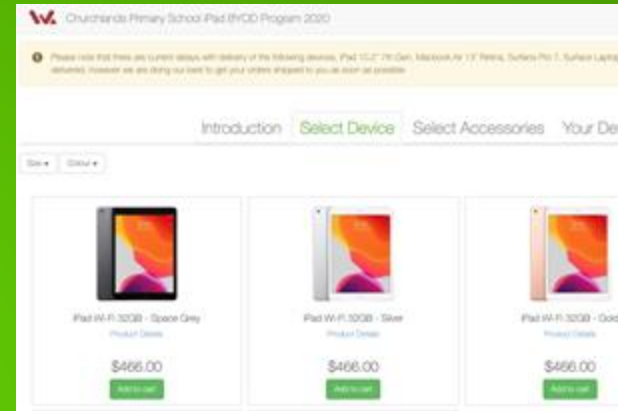
All updated information available on the school website.

The screenshot shows the Churchlands Primary School website. At the top, there is a navigation bar with links: About Us, Latest News, Enrolments, and Parent Information. Below this is a large banner image of students using iPads, with the text "BYOD iPad Program" and "iPad's towards the 4 C's". A secondary navigation bar below the banner includes "About Us", "Latest News", "Enrolments", and "Parent Information". The main content area features a video player titled "CPS Introduction to iPad BYOD - Parent Information Session" with a play button. To the right of the video, there is a "Downloads" section with links for "General Information", "Preparing for Day BYOD - 2019", "Churchlands BYOD iPad Program 2019", "The Challenge of Technology @ Home", "Apps Lists" (with sub-links for Junior, Middle, and Senior), and "Agreements Packaged".

This screenshot shows a sidebar menu from the Churchlands Primary School website. The menu is organized into several sections: "About Us", "Latest News", "Enrolments", "Parent Information", and "Community". Under "Parent Information", there is a list of links including "School Hours", "Forms", "Updating Student Information", "School Charges & Voluntary Contributions", "Student Absent / Late Arrival Procedure", "Student Medical Information", "School Uniform", "Booklists", "Media Consent Form", "Information Booklet", "NAPLAN School Board Presentation", "BI Annual Survey Analysis 2018 School Board", and "BYOD iPad Program". There is also a "Downloads" section with links for "General Information", "Preparing for Day BYOD - 2019", "Churchlands BYOD iPad Program 2019", "The Challenge of Technology @ Home", and "Apps Lists" (with sub-links for Junior, Middle, and Senior).

Purchasing

- JB & Winthrop portals (see website)
- Anywhere else!
- 32Gb minimum (new iPads 64Gb)
- Has to accommodate latest iOS
- Robust Cover
- Headphones that work with cover
- CPS Equity policy



Classroom Procedures / iPad readiness

Daily procedure

- Fully charged each day (build independence)
- iPads in a sturdy case, that is clearly named
- School apps ready and updated
- Stored away from water
- Place iPad in designated place in the classroom (check with your teacher)
- Students will not have access at play times and only use the devices when specifically instructed



Apple Classroom



Agreements

- See iPad Information packs
 - Insurance
 - Internet and cloud services
 - Responsible Technology Usage (Digital Citizenship)
- Look out on Audiri – Term 1 Week 1 2024



Apps & Folder Organisation




- Check out latest list
- Keep home apps in a separate folder
- Keep apps updated
- Look out for SeeSaw requests from teachers



Junior Years iPad App List - 2019

Please ensure all iPads have the following apps installed,

Paid Applications

	Popplet \$7.99 iTunes link: https://itunes.apple.com/au/app/popplet/id374151636?mt=8		Book Creator \$7.99 iTunes link: https://itunes.apple.com/au/app/book-creator-for-ipad/id442378070?mt=8
	LetraKid Pro \$3.99 iTunes link: https://itunes.apple.com/us/app/letrakid-pro-handwriting-abc/id1313395229?mt=8		Pic Collage EDU \$2.99 iTunes link: https://itunes.apple.com/au/app/piccollage-edu-collage-maker/id977081997?mt=8

iPad Rules @ School

Big rules for parents to know:

- No iPads before or after school
- No communicating with students within school hours
- Apps separated on iPads
- All usage supervised

iPad Care @ School

- Hands only on my iPad
- I will bring my iPad to school fully charged each day
- I will be cybersafe
- I will have my name on my iPad
- I will not take my iPad out of its cover
- I need my teachers' permission to take my iPad outside during the school day
- I will not take my iPad outside during recess or lunch
- I will only use educational apps at school
- I will not carry my iPad in the same compartment as drink bottles
- I will have only appropriate music and language stored on my iPad
- I understand that my photos and videos may be checked by my teachers or parents
- I understand that I may lose my iPad privileges if I do not follow the above rules.



Year 1 Regular Apps

Differentiated
Learning



Lexia Core



Mathletics



Book Creator



Pic Collage

PIC•COLLAGE



Popplet



iMovie



Scratch Jr

Digital
Creating

Digital
Organisation
& Sharing



Camera (built in)



AirServer (built in)



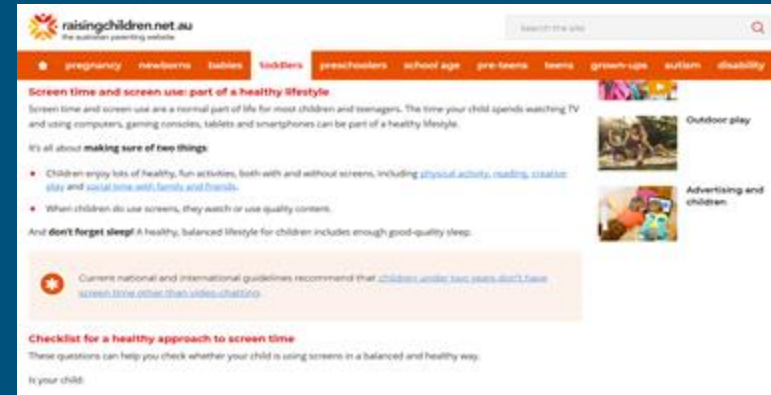
Seesaw

Microsoft Suite



DIGITAL SAFETY SKILLS

The struggle is real...



<https://www.eyepromise.com/blog/screen-time-chart/>

<https://raisingchildren.net.au/school-age/play-media-technology/screen-time-healthy-screen-use/healthy-screen-time-6-11-years>

Tips for Technology @ home

- Monitor and guide children through their use of technology.
- Even when children seem to have good technical knowledge, their online behaviour still requires parental monitoring and guidance.
- Spend time online with your child – exploring what they get up to can be fun!
- Keep technology in a shared and visible place.
- Set rules, and do your best to stick to them!
- Discuss amount of time they can spend on technology
- Negotiate & persevere
- Keep a balance of ALL types of activities – social, physical, intellectual.
- Encourage reporting, and engage in conversation about usage.
- Not all screen time is the same!
 - Co-engagement (working together with technology)
 - Learning content & context (is the task facilitating learning and thinking?)
- Seek advice and use your supportive network – other parents, teachers & online.

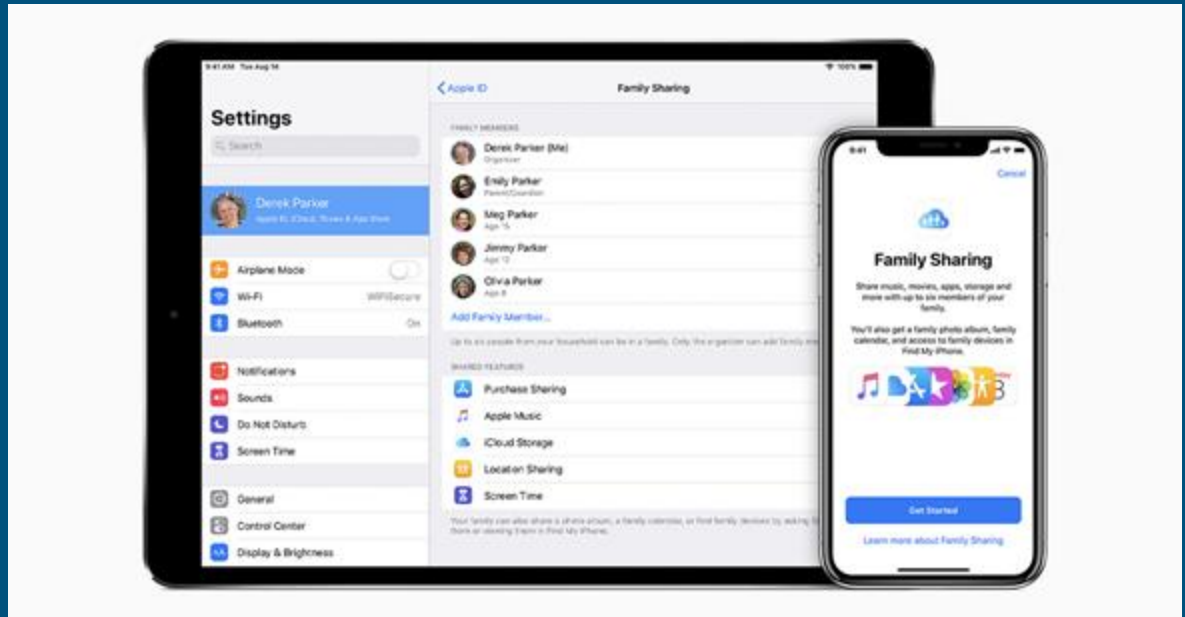
How?

- Setting up Family Sharing
- SCREENTIME demo
- TIPS
- SUPPORT Websites



Family Sharing - Child Accounts

Live Demo



Screen time

Monitor usage

Set downtime

Limit app time

Restrict Content

Use Screen Time on your iPhone, iPad, or iPod touch

With Screen Time, you can access real-time reports about how much time you spend on your iPhone, iPad, or iPod touch, and set limits for what you want to manage.



Screen Time



Downtime

When you schedule Downtime in Settings, only phone calls and apps that you choose to allow are available. Downtime applies to all of your Screen Time-enabled devices, and you get a reminder five minutes before it starts.



App Limits

You can set daily limits for app categories with App Limits. For example, you might want to allow Education apps while they're at school, but not Social Networking or Games. App Limits refresh every day at midnight, and you can delete them any time.



Always Allowed

You might want to allow your child to access certain apps, even if it's Downtime or if you set the All Apps & Categories app limit. Phone, Messages, FaceTime, and Maps are Always Allowed by default, but you can remove them if you want.



Content and Privacy Restrictions

You decide the type of content that appears on your child's device. Block inappropriate content, purchases, and downloads, and set your privacy settings.

Screentime

Live Demo

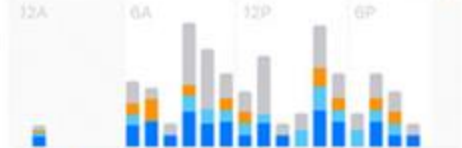
Elizabeth's iPhone

SCREEN TIME

Today at 9:41 PM

2h 30m

42m above average



Social Network... 1h 31m
Entertainment... 44m
Facebook 32m
Other 2h 23m

Longest Session 48m

After Bedtime Use 21m

LIMITS



Instagram

5m left



< Sun, May 6 >

101

Unlocks

46

Notifications

Time spent per app



YouTube

34 minutes

No limit

Support Websites

- [CommonsenseMedia](#)
- [eSafety Commissioner](#)
- CPS Website

Additional references

Setting up Family Sharing - <https://support.apple.com/en-au/HT201088>

Setting up ScreenTime <https://support.apple.com/en-us/HT208982>

Turning on Ask to Buy - <https://support.apple.com/en-au/HT201089>

Creating an Apple ID for your child - <https://support.apple.com/en-au/HT201084>

Tutorial video - <https://www.youtube.com/watch?v=ZAXcyGw8Q2Y>

Contact

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