Oakleigh State School

BYO Device Program

Information Handbook

Years 4-6

1. Rationale

1.1 Vision for Learning

In empowering our community of learners, Oakleigh State School believes firmly in the importance of embedding technology into learning. Effective learning is complex and at Oakleigh State School, it is the continuous dynamic interaction between educators, parents, students and our extended community that results in powerful learning that drives us towards our vision. Technology plays a vital role in this interaction and has the potential to provide scope for students to **make their thinking visible**, to be **creative and collaborative**, to **personalise their learning** and to be **empowered to make an impact** on the world around them.

In consultation with the broader school community, Oakleigh State School has determined that explicit teaching of responsible use of technology is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely whilst developing digital literacy is a responsibility shared between parents, school, staff and students. Additionally, the **Australian Curriculum** shapes our approach to digital literacy with the ICT General Capability providing five interrelated elements which support students to prepare to participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future.

Balance is another key element of our vision for learning that is enabled by technology and at Oakleigh State School we believe that technology is most powerful when it is part of intentionally designed learning that combines a deep curriculum knowledge with appropriate pedagogical intent. Important to us is the need to offer technology free time during which students are encouraged to engage in other activities appropriate to the learning and the social development of our students.

Our accreditation as an *eSmart* school is testament to the importance we place on digital citizenship with key features of this program detailed later in this document.

Please note that this policy works in conjunction with the **Oakleigh Student Code of Conduct.**

1.2 The School's Strategic Plan

The school's Strategic Plan for 2020-2023 outlines our vision for our community of learners. It includes the three objectives below and the strategies and outcomes aligned with these. The use of personal iPads as part of our BYO program supports these strategies, creating opportunities for empowering curious, creative, and courageous learners who have agency and who take responsibility for their own learning.

Deep & Challenging Learning

Learning occurs through deep and creative implementation of the Australian Curriculum and is designed to challenge all students. Authentic inquiry is at the heart of teaching and learning, positioning students as problem solvers and creative and critical thinkers.

STRATEGIES

- Enact the Australian Curriculum, leveraging rich and deep opportunities for connection to the General Capabilities and Cross-Curriculum Priorities
- Prioritise authentic inquiry and innovation through collaboratively designed teaching and learning
- Embed opportunities for critical and creative thinking across the curriculum
- Embed school-wide strategies for differentiation to meet the needs of all learners
- Ensure consistent implementation of high-quality signature pedagogical practices
- Deepen the use of learning data to support the growth of all students, including high performing students

OUTCOMES

- Our whole school curriculum plan reflects the design of learning that is innovative and meaningful.
- All students are challenged and progress in their learning.
- Cycles of inquiry and the use of critical and creative thinking are embedded within learning.
- Signature pedagogical practices are visible in every classroom.
- Data is used with precision to target teaching and learning.

Empowered & Engaged Learners

Learners thrive and develop a sense of themselves through engaging with their community. Learners are active and have agency to create, shape and contribute to a changing world.

STRATEGIES

- Empower curious, creative and courageous learners who have agency to lead their own learning
- Create opportunities for learners to collaborate and connect with others – locally and globally
- Learn within a feedback culture
- Embrace an inclusive culture that celebrates diversity
- Grow our engaging and responsive professional learning culture
- Implement a range of well-being strategies that support students, families and staff

OUTCOMES

- High levels of student, staff and community engagement are apparent.
- Opportunities are enacted for students to be agentic and develop curiosity and creativity.
- Students, staff and community are inclusive and respect diversity.
- All staff engage in continuous, high quality professional learning.
- Increased student and staff well-being is evident.

Connected & Collaborative Community

Our community comes together to enrich student learning. Partnerships with experts are sought, valued and celebrated to inspire deeper learning.

STRATEGIES

- Partner with our community to enhance learning, including the creation of a more sustainable future
- Inspire curiosity through collaboration with experts
- Ensure strong transitions between early learning, primary schooling and secondary education
- Create high-quality indoor and outdoor learning spaces

OUTCOMES

- Rich and productive partnerships contribute to the depth of, and engagement with, learning.
- A range of experts enrich our learning.
- Quality transitions support a seamless learning journey for students and their families.
- High quality learning spaces contribute to learning.

1.3 School Pedagogical Framework

- A **teaching pedagogy** based on **differentiated pathways** for each student. Teachers guide, support and facilitate students in their learning. Teachers also encourage students to demonstrate accountability for their learning through discussions of their learning goals and achievements
- A focus on a **feedback culture**
- **Rigorous, on-going student assessment** based on demonstrated **consistent learning achievements** in a variety of settings and over time
- A focus on **authentic inquiry** and the use of digital portfolios to make the thinking visible
- Students who **value learning** and are **engaged in a global community**
- **Strong links** between **home, school** and the **wider community**
- A focus on using **Information Communications Technology** (ICT) to enhance and enable the learning process where it is most appropriate.

1.4 History

The BYO Program at Oakleigh State School has resulted from a journey of strategic decision making combined with knowledge of worldwide educational research and trends.

The school has an excellent record of use with technology. In 2016 and 2018, Oakleigh State School was included in the Educator Magazine's Innovative Schools' list. This list recognises schools in Australia which have 'introduced an innovative edge in everything they do, from pedagogy to technology and all aspects of K-12 education.' (Educator Magazine, September 2016, 2018). Our school's inclusion in this list includes recognition for our early adoption of the Digital Technologies Curriculum – fast tracked by Education QLD Schools from 2016, with Oakleigh State School being identified as an *Early Launch School*. Known as a national leader in this space, members of Oakleigh's leadership and teaching team are regularly asked to speak at a regional, state and National level about the school's experiences with this curriculum.

2. Implementation

2.1 Allowed Device/s

Currently the only device allowed in our Oakleigh State School's BYO program is the iPad.

Advantages of the iPad, allowing us to meet the aims of the program, include the functionality to:

- Access knowledge and information through the plethora of content and creation apps to support student learning
- Access to a wealth of information on the Internet when they need it through wireless connectivity
- Access to rich media including digital stories, images and video
- Increased productivity through quick loading of apps and quick response of the iPad
- The operating system of the iPad is exceptionally 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 independent and collaborative.

2.2 Year Levels

The only year levels involved in our formal BYO program in 2023 are Years 4-6. All students in these year levels are given the opportunity to bring along an iPad to support and enable their learning. Teachers in other year levels may allow personal devices as a form of differentiation, depending on need.

2.3 Minimum Device Requirements

Oakleigh State School understands that every one of our families is different and that their financial access to a set device may differ. Therefore, we allow students to use an iPad that can utilise the latest operating system (iPadOS) and support the installation of the most recent applications. As all devices must be subject to the filtering of our internet system, we do not accept cellular models.

Device Name	Wi-Fi Model	Cellular (3G) Model
iPad Mini (All Models)	NO	NO
iPad Air 2rd Generation	NOT RECOMMENDED	NOT RECOMMENDED
iPad 1st Generation	NO	NO
iPad 2nd Generation	NO	NO
iPad 3rd Generation	NO	NO
iPad 4th Generation	NO	NO
iPad 5th Generation	**YES**	YES – NO SIM CARD
iPad 6th Generation	**YES**	YES – NO SIM CARD
iPad 7th Generation	**YES**	YES – NO SIM CARD
iPad 8th Generation	**YES**	YES – NO SIM CARD
iPad 9th Generation	**YES**	YES – NO SIM CARD
iPad Pro (All Models)	**YES**	YES – NO SIM CARD
iPad Air 3rd Generation (And Newer)	**YES**	YES – NO SIM CARD

Please note that if buying a brand-new iPad for Year 4, the ideal model is currently the **iPad (9th Gen)**. Purchase of this model ensures that the life of the device will endure over the 3 years of the BYO program.

2.4 Recommended Peripheral Devices

Students will need a pair of iPad compatible headphones to support learning. Things to consider when purchasing headphones:
-ensure they are a comfortable fit for your child
-wireless earbuds or headphones are good for movement and flexibility, but require regular charging.

We strongly recommend the use of an Apple Pencil in Years 5 and 6, and welcome Year 4 students to use one as well. Please see the Apple website for Apple Pencil device compatibility. The Logitech Crayon is another compatible stylus.

2.4 Equity and Access

Oakleigh State School understands that the BYO Program may be a financial burden on some families. As part of its responsibilities, the school will have some devices available which will provide student access to the technology; however, these devices may be shared with other students and will not be permitted to go home with students.

We also encourage parents to discuss their individual circumstances with us.

2.5 eSmart and Digital Citizenship

Oakleigh's accredited status as an *eSmart* School means that we are a member of a community of schools where the positives of technology are embraced whilst ensuring that systems and processes are embedded to ensure that students feel safe and supported in an online context.   Within the BYO Program, this includes the following explicit actions:

- Use of classroom posters displaying the iPad Rules (see Appendix 3)
- Teaching of a Year 4 Health unit in Term 1 that focusses on healthy and positive online behaviour
- The facilitation of a workshop for all students in Years 4-6 annually presented by the Department's CyberSafety team.

One of the elements needed for eSmart accreditation is a strong partnership with our community. We are proud of this partnership, supporting our parents to understand the steps they need to take to ensure students develop skills in being eSmart. We highly recommend the use of Apple's Screen Time tools to assist with family management of devices.

https://support.apple.com/en-us/HT208982

2.6 Technical Support

As part of the Oakleigh State School BYO program, we offer a limited technical support program that assists with:

- Setting up your device in the week before school commences
- Signing into the Intune Company Portal app
- Setting up Apple ID, Family Sharing and Screen Time.

Due to the device being owned by the family, all other technical support and warranty issues will need to be sourced by the student's family from an external source.

2.7 Accidental Theft and Damage

All devices are monitored by teachers at school and rules are in place to prevent foreseeable problems and damage however, from time to time, accidents may occur. 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.

2.8 Web Filtering

The internet has become a powerful tool for teaching and learning; however, students need to be careful and vigilant regarding some web content. At all times, whilst using ICT facilities and devices, students will be required to act in accordance with the requirements of the Oakleigh SS Code of Conduct for Students and the BYO Student Participation Agreement. To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates within the Education Queensland's *Managed Internet Environment*. Any device connected to the internet through the school network will have the appropriate levels of filtering applied.

Teachers will always exercise their duty of care but aligned with our Digital Citizenship approach, is the expectation that students will take responsibility for their own actions.

3. Policies and Procedures

3.1 Access to our Internet and Network

All students in the BYO Program are expected to adhere to the guidelines within the Student Participation Agreement which is signed at the beginning of Year 4. This is attached in Appendix 4.

3.2 Student and Parent Responsibilities

Students and their families have a range of responsibilities related to appropriate behaviour when using technology. Students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

- be aware that:

    o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs

    o the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices

    o schools may remotely access departmentally-owned student computers or mobile devices for management purposes

    o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

    o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

3.3 Acceptable Use by a Student

It is acceptable for students at Oakleigh State School to use iPads and network infrastructure for:

- assigned class work and assignments set by teachers

- developing appropriate literacy, communication and information skills

- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school

- conducting general research for school activities and projects

- communicating or collaborating with other students, teachers, or experts in relation to schoolwork

- accessing online references such as dictionaries, encyclopedias, etc.

- researching and learning through the department's eLearning environment

- be courteous, considerate and respectful of others when using their iPad

- switch off and place the iPad out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning

- seek teacher's approval where they wish to use their iPad under special circumstances

- use their personal mobile device for private use (e.g. communicating with own parent/carer) after school and in accordance with the Student Code of Conduct.

3.4 What is unacceptable/inappropriate use/behaviour by a student?

It is unacceptable for students to:

- use their iPad or other devices in an unlawful manner

- use their iPad in technology-free designated spaces or times

- download, distribute or publish offensive messages or pictures

- use obscene, inflammatory, racist, discriminatory or derogatory language

- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources

- damage computers, printers or network equipment

- commit plagiarism or violate copyright laws

- ignore teacher directions for the use of social media, online email and internet chat

- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security

- use iPad or iPhone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

- use an iPad to cheat during exams or assessments

- view or respond to messages received from family or friends during school hours (this includes messages received through digital watches)

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.

3.5 Consequences of unacceptable/inappropriate use/behaviour by a student

As with any inappropriate or unacceptable behaviour at Oakleigh State School, the Student Code of Conduct stipulates the guidelines for action following such behaviour.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying and other online behaviours that adversely affect, or that are likely to adversely affect, the good order and management of the school. Parents and students who have concerns about online incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

3.6 Necessary Apps

Each privately owned iPad in the BYO program will require necessary apps to be installed at the cost of the parent. The cost of paid apps will be kept to $30-$40 for the beginning of the year in Year 4. We would recommend buying an iTunes card when on special which can save you up to 30%. We also recommend the use of Apple's Family Sharing to ensure that apps need only be purchased once for a whole family's use.

3.7 Use of Email

While at Oakleigh 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. This *Managed Internet Service* email traffic is monitored for inappropriate use, content and language. Formal email use begins in Year 5 at Oakleigh State School unless determined by a teacher to be needed for learning purposes before this.

3.8 Third Party Websites and Apps

Oakleigh SS will utilise third party web-based service providers to aid students' learning. For your child to use these services, their teacher will need to register them as a user. Registering with these providers requires student personal information to be disclosed to the provider of the service. Registration may include disclosing the following information about your student:

Student Name (First Name ONLY) or unique Departmental identifier

Year group

Class Teacher and

Student Education Queensland email address

Upon entering Year 4, parents will be asked to provide permission for their child to be registered within some third-party sites. A list will be supplied and parents will be asked to complete a consent form which includes extensive information and links related to how the websites collect information and where this information is stored. If there are queries around the storage of student's information, we would encourage you to contact the Principal. Please note that, given the significant opportunities that these services provide, the school will contact you to discuss your reasons should you not consent or fail to provide a response.

Appendix 1

BYO iPad Program FAQs

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

A: At this stage in our learning journey, we believe in a consistent approach to ensure best productivity with regard to maximising student outcomes. In providing technical support to both parents and students, it is also preferable to be managing one type of device. Our preferred device at this time is the iPad. Additionally, it is important to realise that students have access to laptops on a shared bases while at school.

Q: Why not allow BYO iPads across more year levels?

A: This may be a goal we work towards but for 2024, we wish to continue with the approach that is currently serving us in the best possible way.

Q: What will happen if there are students who do not bring along a device during the BYO years?

A: We will continue to offer shared devices across these three year levels. These devices must be booked and accessed on a planned basis. They will not be permitted to go home with students. We also encourage parents to discuss their individual circumstances with us where needed.

Q: How much of the day will the iPads be used? Will the students still be using pencil and paper as well as handwriting?

A: We envisage that the iPads will be used between 25-50% of the school day. This may vary from day to day and from student to student as student 'A' may benefit from using the iPad more than student 'B'. We still see a need for students to use pencil and paper and to practice handwriting. Additionally, we have discovered that a balance of technology and traditional methods is essential to support teaching and learning at Oakleigh State School.

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

A: The iPads will be mainly managed at home, but technical support is available from school if the need arises.

Q: I feel like my children know more than me about the use of technology. What can you do to support us as parents?

A: We offer a range of support to our families. We would also highly recommend the use of Apple's Screen Time to empower you as a parent to manage device time.

Q: What about parents who are keen to be involved in the program but cannot afford to purchase the device?

A: We investigated the options associated with leasing or renting devices to parents but are unable to offer this option. Please approach the principal if genuine financial hardship is restricting your ability to provide your child with a device.

Q: Will I be expected to purchase a brand-new iPad and do I have to purchase from a particular store?

A: No, you can choose to use an iPad that you already own or purchase a used iPad. You may visit any store of your choice to make purchases.

Q: Can my child bring a 3G enabled iPad without the SIM?

A: Yes. The reason we do not want external controlled Internet access is that by students going through our school wireless, they are also going through Education Queensland's Internet filters, helping protect our students from accessing inappropriate content.

Q: Is my child required to know our Apple ID and password?

A: There are several options for Apple ID management with one of them being Family Sharing. If this option is chosen, we would encourage you to support your child to know their password.

Q: Is there anything that I can do if my iPad is stolen outside of school?

A: The latest operating system has 'Find my iPhone' inbuilt and with this turned on, it is possible to find the whereabouts of the iPad when it is connected to the Internet.

Q: Should we purchase a case and a cover for the iPad and if so, which one should we buy?

A: Yes, you should purchase a case and even a waterproof cover e.g., wetsuit material, in case of drink spillage in your child's bag. There are many competitively priced cases and covers on eBay or you can choose to purchase from a local store. We are requesting that the cover is one that 'closes' over the iPad with a front cover and we would ask that a keyboard is not attached (this is not a necessary addition) unless you know your own child would benefit from this.

Q: Do you allow the use of iMessage on the personal iPads?

A: We strongly recommend that the use of iMessage is not allowed for Year 4 students at all. It is not needed as a learning tool and we do not consider that these students are ready to interact in this online environment. Our work with them in Year 4 will provide some education about the use of such tools. For Year 5, and Year 6, parental supervision of iMessage is still strongly recommended. In Year 5 and 6 we do not need this as a learning tool and the use of iMessage in learning time will constitute a breach of our rules and guidelines.

Q: I feel like I need help at home with managing my child's screen time. What can I do?

A: With Screen Time feature there are many tools to assist you with this.

Q: Do teacher give students free time on iPads?

A: This is rare but may occur during wet weather lunches when children are required to stay inside the classroom. During these instances, guidelines are always given to students on what they are allowed to use.

Appendix 2

Recommendations and Guidelines

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.

Transporting the iPad

A protective 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
- Some carrying cases can hold other objects, such as clipboard 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 backpack.

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 no lean on the top of the iPad
- Do not place anything near the iPad that could put pressure on the screen
- Do no place anything in the carry case that will press against the cover
- Do not poke the screen
- Clean the screen with s soft, dry, or anti-static cloth.

Damage at School

All devices are monitored by teachers at school and rules are in place to prevent foreseeable problems and damage however, from time to time, accidents may occur. If any damage is through the negligence of the school, the school will cover the cost of the 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.

Security and Insurance

While the BYO iPads will be securely stored during break times, parents are encouraged to seek personal insurance. Check with your preferred insurance company (or even the iPad reseller) about your personal insurance at home and, to and from school, for your iPad.

Occupational Health and Safety

Students are advised to consider the following advice when using their iPad.

- 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.

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 rules that states "every 20 minutes look at something about 6 metres away for 20 seconds")
- Regularly blink to lubricate your eyes
- Adjusting the screen brightness, colours and/or contrasts can also assist in reducing eyestrain.

References

- Australian Standard AS 3590 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 ED, Victoria
- Health and Safety in the Office – Department of Education, WA
- Officewise, Victoria Work Cover.

Appendix 4

BYO iPad Program 2023 Student Participation Agreement
General Use

1. I understand it is recommended 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 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.

8. I understand that the attached permission form grants the school authority to publish to web spaces designed to allow me to share and publish an authentic audience. This was only be done by following the guidelines provided by the school.

9. I understand that if any damage to a device is through substantiated 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.

Content

1. I will use the iPad only to support my school learning program whilst at Oakleigh 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.

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 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 demonstrate etiquette when using my iPad/other equipment with regard to other people.

5. I will only take photos and record sound video, when granted permission by my teacher.

6. The school name, crest or uniform will not be used in any way which would result in a negative impact for the school and its community. I will not post photos, audio or video of such.

7. I will use my iPad lawfully and in accordance with the **_Student Code of Conduct_** for Oakleigh State School.

8. For security reasons, I am not to share account names and passwords with anyone unless requested by Oakleigh State School when servicing my iPad.

9. I will not use iMessage in Year 4 at all and not in school time in Years 5 and 6. Use in Years 5 and 6 will be supervised by my parents.

I understand if the above conditions are not followed, I will not be granted the authorisation to use my iPad at Oakleigh State School for a minimum period of one week. I understand that if I regularly breach the Student Participation Agreement, the authorisation to use my iPad at school would be removed for a longer period of time.

Name of student: _____ Student Signature: _____

Name of parent: _____ Parent Signature: _____

Date: _____

Authorised at Oakleigh State School by:

Principal Name: _____ Principal Signature: _____

Date: _____