



# **Ormond Primary School**

## **1:1 iPad Program**

**2016**

“Ormond Primary endeavours to instil in each student a love of learning through innovative programs and positive learning experiences. We are proud of our achievements in creating a warm, harmonious and caring learning environment where students feel secure, happy and are highly motivated to learn.

We believe the iPad 1:1 program will support students to achieve our schools purpose of creating a learning environment in which students are at the centre immersed in digital technology and 21<sup>st</sup> Century skills building towards being global citizens.”

### **What is Ormond Primary School's 1:1 iPad Program?**

1:1 refers to each student having access to his or her own personalised digital device. Our 1:1 iPad program aims to ensure that each student in Year 4-6 will be able to access his or her own iPad, to use at home and at school. The school will provide the infrastructure to support students to access the wireless network. For a child to have access at home and school parents will need to provide their child with an iPad. With guidance from the teacher, the iPads will give students access to numerous tools to assist their learning. As a school we have arranged a number of options to support parents to purchase an iPad.

OPTION 1: Purchase or Reverse Layby an iPad through the schools, highly competitive pricing portal.

OPTION 2: Private Purchase. That is, bringing his/her own device from home.

### **Rationale for 1:1 iPad Program (“why can’t they just teach ‘the basics’!?”)**

Our children are growing up in a vastly more complex world than we did. There is now so much information that is freely available on any topic at any time.

Communication can happen in an instant with people in any part of the world.

Because of this, the ‘basics’ of education have changed. Yes, literacy and numeracy is still the core of the focus. However, school is no longer just about learning content, it incorporates learning how to learn and habits of mind that will allow a student to be a successful life long learner. Additional skills such as information literacy, collaboration, creativity and innovation, critical thinking, problem solving, and of course ICT (Information and Communication Technology) literacies have become an integral part of the education process.

As a result, what happens in our classrooms has changed quite dramatically from even a few years ago. Students are now involved in real world challenges that require researching a wide variety of resources and communication with experts and relevant members of our community and the wider world. They are not only learning about the topic at hand, but about the power they can have to affect change in our world, and what it means to be a global citizen in an increasingly interconnected world.

In this environment, ICT tools are essential. It has become much more than scheduled ‘computer time’ on shared devices. Ormond Primary is aware it is not appropriate to have students ‘staring at a screen’ all day. The tools our students use as part of their investigations need to be there, on hand, available when they need them as a small part of a bigger task. Much of the students’ iPad use for example, is likely to be for a quick reference.

They may need to check a fact, look up where a town is on a map, jot down a key bit of information. Having a tool on hand progresses their learning immediately.

It also allows them to document their learning in a way they never could before. Being able to take a photo or video of an experiment and save it to their blog along with their reflections; recording a video diary of their learning at each stage of a process; sending photos or sections of a piece of writing to their teacher via email or a shared document to get real time feedback. These things, which were all fantastic futuristic visions, only a few years ago, are now being made a reality for Ormond students.

In the key areas of explicit numeracy and literacy teaching, our students will have 1:1 access to numerous resources and apps (carefully sourced and recommended by the teacher) that can support them in their learning. Resources include options such as a virtual calculator, interactive table's games, spelling and grammar resources – there are so many possible learning avenues that the iPad makes possible, with every different learning style now being far more easily catered for. These digital resources provide an additional support to enable our teachers to differentiate their curriculum to meet your child's specific needs more explicitly. For example, students can access interactive videos explaining specific Maths or English concepts at any time and in any place, consolidating their understanding of concepts introduced by the teacher in the classroom.

Ormond Primary is extremely excited by our 1:1 iPad program and the opportunities it will offer our students next year. We hope you are too!

### **Why are we moving in this direction? How can iPads improve learning?**

Today's students think, connect and communicate differently from those who were at school even only a few years ago. DEECD iPad Trial research showed that students with 1:1 access are:

- *More motivated and engaged in learning*
- *Better organised which improves literacy and numeracy outcomes*
- *Better able to collaborate and think analytically*
- *It is providing students with the necessary tools and awareness tools and awareness to learn and work in a society that is becoming more technology rich.*
- *It is giving students more and new avenues to present their work and learn.*
- *We know that students have different learning styles and by using the iPad we can provide students with an amazing learning tool that supports these various styles.*

1:1 iPads promote better learning in and out of school by encouraging:

- *Anywhere, anytime access to learning*
- *Independent, self-initiated learning, eg promotion of problem solving skills, ability to 'Google' questions they have*
- *More family involvement in education through accessing their iPad*

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- *Collaboration between students in different schools, states and even countries*
- *Ability to teach students how to communicate appropriately and safely in social websites*
- *Ability to access homework and school information online and offline*
- *More time for teachers to teach students to use the internet appropriately as a tool to learn*
- *Greater access to real-time information, digital learning resources and educational software*
- *Working in online spaces such as a Edmodo where students can access varied content to support their level of understanding in a subject area*
- *Ability to digitally capture any learning, such as videos or photographs to create things such as digital stories*
- *Immediate feedback on their learning, as students have the means to reflect instantly and not wait for their work to be corrected by the teacher.*
- *Opportunities to discuss cyber bullying as a real issue and discuss impacts of this as a class*

### **Who will own the iPad?**

The iPad will be the property of those parents who purchase an iPad privately or through the school based provider (JB Hi-Fi Education), being used in conjunction with the school's Acceptable Use Policy.

### **Warranty and Insurance**

We would be strongly recommending the purchasing of the extended warranty and insurance. If purchasing an iPad through the school provider (JB Hi-Fi Education), you will have the option of adding the 2-year Warranty and Insurance. Apple Care includes 24 hr phone support for all technical issues. If the iPad is damaged, lost or stolen, it will be the responsibility of the parents to arrange for repairs or replacement (\$100 excess).

If you are providing a privately purchased iPad, you will need to pursue your own Warranty and insurance for the device, whether it is through your Home Content Insurance, or through specific insurance you seek out for the iPad.

### **Can I install my own apps?**

It is the student's responsibility, in association with their parent or guardian, to install the required apps onto their iPad, and to sync it to a machine at home to ensure all content is backed up. At the beginning of the year, all families participating in the program will be supplied with a list of redeeming codes as part of the student book list. Students will be provided with a list of Apple Store redemption codes that are linked to pre-purchased apps, the cost of which will already be covered by the \$20 paid in your child's education fees.

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Students may install other apps or media on the iPad providing:

- The installed media meets the requirements of our Acceptable Use Agreement. Any breaches of the Acceptable Use Agreement may result in confiscation of the iPad.
- The installed media does not infringe copyright laws.
- There is enough memory available to engage in all educational requirements.

Downloading apps, music, games and videos from the Internet during school hours is prohibited except when directed by a teacher.

### **What Technical Support is there?**

A positive feature of the iPads is the low maintenance and technical support they generally need. We do understand that issues can happen. The school employs an IT technician, who will be able to assist with connecting to school network. All Year 4-6 teachers will be trained to solve most common technical issues relating to the iPads. However, if major issues arise it will be the responsibility of the parents to repair and fix the issues. Students are to inform their teacher immediately of any problems.

### **When will the iPad arrive?**

If you purchase your items early December, you will increase your chances of receiving them before Christmas.

All items purchased at the webstore after mid-December will arrive at the school in January ready for the beginning of the 2016 school year or will be available from JBHIFI from mid-January.

### **What kinds of contract or agreement need to be signed?**

- To be involved in the program, all parents need to sign the Commitment to Program form.
- Digital Technologies Acceptable Use Agreement that goes home at the beginning of each school year.

### **Where do the devices go when not in use?**

When not in use, the devices will be kept in a locked room. No iPad is to be taken outside during recess or lunch times except for with the specific permission of a teacher. Students will be strongly advised to keep their iPads in their zipped up school bag when travelling between home and school.

### **Can I use the Internet?**

The 'Digital Technologies Acceptable Use Agreement' governs use of the Internet by students, which students and parents agree to for the use of Digital Technology both within and outside the school each year. Parents should familiarise themselves with this

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document. Any inappropriate use of the Internet is unacceptable and is subject to disciplinary action and exclusion from the school network and resources.

### **How are you going to ‘police’ the use of iPads?**

Teachers will supervise students as they would for any learning activity as they create and maintain a safe, comfortable and learning-focused classroom. Appropriate use of the Internet service within the DEECD network is closely monitored by a filtering system, which allows for inappropriate content blocking by a regularly updated list of categories and sites. This does not apply to use of devices outside of the school network.

At Ormond Primary we place an emphasis on cyber awareness and appropriate use of electronic devices beginning right from the first day of Prep through to Grade 6. Students in Level 4 are challenge to develop their own ICT Acceptable Use documents as they are taught about their online responsibilities and their ‘digital footprint’. In this way, they have a shared understanding and ownership over the standards that are expected at our school.

### **The school monitors usage at school, but who monitors at home?**

That is the responsibility of the parents. When off school grounds, parents have an obligation and full authority to monitor device usage. Examples of this include:

- Encourage use in a family or shared room and not in the bedroom or other private spaces.
- Restrict use at certain times of the evening or weekend
- Regularly examine the documents, browsing history and other contents of the device.

An aspect of this program we are greatly looking forward to is the increased communication and cooperation between home and school in regards to online behaviours and device use.

Available Support Resources:

- Australian Government’s Net Alert – <http://www.netalert.gov.au>
- Protecting Yourself Online – <http://www.thinkuknow.org.au> and <https://www.esafety.gov.au/>

### **What if the iPad is used for inappropriate purposes?**

If behaviour occurs that is outside our school’s Digital Technologies Acceptable Use Agreement, the iPad may be confiscated from the offending student for a period of time, as deemed appropriate by the student’s teacher. It is important that teachers, students and parents share the responsibility to ensure safe and responsible use of devices at all times.

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### **Will children be safe carrying 1-to-1 devices?**

Experience here and overseas has shown that there are very few incidents while students travel to and from school. With many 1:1 programs occurring in Melbourne, student safety has not been an issue at these schools to date. Students will be strongly advised not to remove their iPad from their school bag between school and home.

### **Are these devices going to add to the heavy loads students carry from home to school?**

The device has been deliberately chosen for a number of reasons, including its weight specifications. The device should not be packed into the bottom of an oversized backpack with other books and items, because this can lead to a compression fracture of the screen.

### **Will the student files on the device be private?**

Students can expect their device to be periodically inspected and monitored for appropriate usage. Teachers may request access to the browser history and/or caches as well as all files belonging to the student resident on the iPads as well as stored on the school servers. Students and parents need to be aware that teachers will have access to students files stored locally or on school servers.

### **Will my child be required to share their iPad with students that don't have one?**

No. The iPad you supply for your child is theirs to have as a personal device that supports their learning. Students will be free to share as they wish, but will not be required to allow other students to use their iPad.

### **What if my child forgets his/her iPad at home?**

He/she will have to manage without. There will be a number of computer devices at school that the child will be able to share with other students without a 1:1 device.

### **iTunes accounts**

- An iTunes account is necessary to download applications (software) to allow the iPad to function.
- It is a requirement of Apple that a person must be over 13 years of age to have an iTunes account.
- It is recommended that parents set up the iTunes account using iTunes card or downloading a free app first, to avoid using a credit card.
- It is recommended that parents set up the iTunes account to their email, so they will be aware of any purchases made through the iTunes store.
- Parents can determine if children have access to the iTunes account password at home.

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- It is recommended that students back up their iPad through iTunes a minimum of once a week to avoid the loss of content.
- Families will also be provided with a list of Apple Store redemption codes that are linked to pre-purchased apps, the cost of which will already be covered by the \$20 deposit paid.
- Additional applications purchased will be the responsibility of the Parent/Legal Guardian and reflect the behaviours promoted in the school *ICT Student Agreement* and this 1:1 Program *Acceptable Use Agreement*.
- A user is entirely responsible for maintaining the confidentiality of information held in the user's account, including the user's password and for any activity that occurs under the user's account as a result of failing to keep this information secure and confidential.

### **What apps are required?**

A list of required apps will be provided before the end of the school year.

### **Care & Maintenance**

Each student must maintain and care the iPad (see later section). The iPad must come to school each day in working order:

- Fully charged – students will not have access to charging facilities at school
- Cover on
- School required apps installed
- System software – correct version installed.

### **How will I charge my iPad? Can I charge it at school?**

All iPads need to be charged at home overnight and returned back to school fully charged at the beginning of every day. The iPad battery will last a typical school day. Due to the impracticality of having numerous iPad charger cords lying around, students will not be able to charge their iPads at school.

### **Caring For The iPad Screen**

The screen is made out of glass but it has a special oleophobic coating in order to protect it from fingerprints. Officially, it means that it's oil resistant. It is important to take good care of the screen to get the most out of the coating. Here are some ways to protect your iPad screen.

- Don't drop it on hard surfaces. It is glass and it can break.
- Clean the screen with a soft, slightly damp, lint-free cloth.
- Do not clean it with window cleaners, glass cleaners, aerosol sprays, abrasives, or alcohol.



You can also use a screen protector. These are not for everyone but they do work for the care of the iPad screen.

### **Caring For Your Batteries**

Part of caring for your iPad means caring for the batteries. The batteries in your iPad are lithium polymer (rechargeable) and they will eventually wear out. It will take a long time before that happens, but there are some things you can do to care for your batteries and get the most out of them.

- Make sure you keep up on the latest iPad updates. This sounds odd but Apple will sometimes make adjustments to software, which helps with drain on resources and battery life.
- Go through one charge cycle per month. To do this all you have to do is charge the iPad to 100% and then run it completely out.

### **Caring For Your iPad: Environmental**

There are also a few environmental ways to care for your iPad. Some of these are obvious while a few are not so obvious.

- Keep the iPad out of heat for an extended length of time
- Keep the iPad out of cold for an extended period of time
- Keep it out of water or extremely humid locations
- Do not dry it with an external heat source, hair dryer.

It should also go without saying that part of caring for your iPad is to make sure you do not insert anything into the port connections other than the intended peripherals. Jamming things into the port connectors could render it unusable (and void the warranty).

### **External Protection**

Protecting the outside of the iPad is part of caring for your device. You will want to get a case in order to keep it safe while travelling or just for everyday use.

### **How much will the iPads be used in class? What about the issue of too much 'screen time'?**

Because the iPad is simply another tool that supports student learning (granted, a very powerful and multi-faceted tool), it is impossible to say exactly how much it will be used as this will change depending on the learning tasks at hand.

The concept of a 1:1 program is that the device can be there when needed to allow for 'just-in-time' learning. That is, where students can access key pieces of information where and when they need them to assist them in completing learning tasks. We view

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1:1 program as an opportunity to put I.T. equipment into the background of our students learning, rather than being the focus. It is no longer appropriate for students to have scheduled 'computer time' on shared devices, where they stare at a screen for extended periods and then have no access to them after that. A true 21<sup>st</sup> Century curriculum demands more regular access, but this access will often be in far shorter time spans. Students may need to check a fact, look up the location of a town on a map, use the calculator app to help solve a more complex equation, or watch a 5-minute instructional video. In other words, the devices may be needed in a variety of ways but only as a tool in support of achieving a broader learning task.

### **What about handwriting?**

Students will continue to write with paper and pencil and work to improve their handwriting as well as developing their keyboarding skills. Much of the time, pen and paper remain the best tool for the job. We will assist students to choose the correct tool for their learning tasks.

### **How will teachers be trained and supported?**

During the year teachers have undertaken specific professional development related to iPads. The teachers have also learnt alongside their students. It is anticipated this will continue next year.

Each year teachers complete the Departments ICT Capabilities Survey and set ICT professional learning goals as a result. Support is a strong element for success and teachers will be involved in mentoring and coaching each other to complement their growing ICT capabilities.

### **What about spelling?**

There is a common myth that spelling is negatively affected by technology. This has not been supported by research. In fact, research is being done to find out if the opposite is in fact true. Spell checkers on electronic devices allow students to have immediate feedback on which words they have spelt incorrectly. This then allows students to pursue the correct spelling of the word within the context they are using it. Accurate and timely feedback has consistently been shown to be the single most powerful influence on student learning.

We believe that for spelling to be properly learnt it needs to be explicitly taught, regardless of the amount of access to technology our students have. We have a whole school explicit spelling program running at Ormond and this will continue in 2015.

### **What if I choose not to participate?**

While every endeavour has been made to make our program the cheapest 1:1 program on offer anywhere, we understand that the cost involved may still be prohibitive to some families.

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If for whatever reason you choose not to participate in the program, your child will still have access to our school ICT resources as usual. This program is not designed to replace school provided devices, but rather to supplement them. Our Year 4-6s will still have the same access to our central resource of Desktops, Laptops and iPads.

### **How will the program be evaluated?**

We will evaluate the effectiveness of this initiative. This may involve areas such as literacy, numeracy, collaboration and attendance. We will consider using:

- Anecdotal evidence provided by teachers, parents and students
- Tracking the amount of time students use the 1-to-1 device in classrooms
- Surveying parents, students and teachers concerning the impact of 1-to-1 access on student learning.

### **Where can I go for further information?**

There is lots of information about iPads on the web. Try Googling 'iPads in education'.

Visit the OPS 1:1 iPad Program website at <http://ops1tolipad.global2.vic.edu.au>

Here there is lots of background information about why the school runs a 1:1 iPad program. You can find links to evidence supporting the implementation of 1:1 iPad programs, articles and videos, and links to other interesting iPad sites, including the Victorian Government schools iPad trial site.

***If you have any further questions, please contact the school or come in and talk to one of our Year 4-6 teachers directly. We would like to make every effort to ensure all of our families are as informed as possible about our brilliant initiative for Ormond Primary.***