Melton Primary School No. 430
"Onward with pride"

Digital Learning (internet, social Media and Digital Devices)

Summary

Schools are expected to ensure the safe, intentional and responsible use of digital technologies to support student learning. To achieve this, schools:

- must develop an Acceptable Use Agreement (AUA) outlining student behavioural expectations regarding the safe, intentional and responsible use of digital technologies
- must communicate these expectations with students (for example, by sending AUAs to students and their families and publishing a copy on their school website). Template AUAs are available on the Resources tab
- must consult with the school community on the development and review of the AUAs
- must ensure all students have free access to the digital technologies they need to fulfil the requirements of the Curriculum, in accordance with the Parent Payments policy
- are encouraged to strategically plan for the use of digital technologies.

Establishing school wide behaviour expectations and approaches

Schools are responsible for establishing clear expectations and approaches for how digital technologies can be used by staff and students.

Schools must develop an Acceptable Use Agreement (AUA) outlining student behavioural expectations regarding the safe, intentional and responsible use of digital technologies.

AUAs include information for parents about digital technology at their child's school, outline behavioural expectations for students, and give students an opportunity to agree to uphold these expectations. AUA templates for primary and secondary school settings are available in the Resources tab.

AUAs do not require school council approval but their development and review does require consultation with the school community. Schools may consider consulting with school council as part of your broader strategy to consult with the school community (as required under Child Safe Standard 4).

Schools are encouraged to:

- use digital technologies in an intentional way, meaning appropriately balancing teaching and learning with and without digital technologies, and using digital technologies in carefully considered ways that support learning and wellbeing outcomes, while reducing the potential risks associated with its use
- conduct regular reviews of the digital technologies, including to what extent:
  - they support learning or wellbeing outcomes
  - they prioritise the privacy and safety of students and staff
  - new features or changes may create opportunities or challenges. Refer to the Software and Administration Systems policy
- incorporate online safety education into their curriculum planning
- ensure parents/carers are aware of expectations for appropriate behaviour regarding the use of digital technology when interacting with school staff, which can be further elaborated in a school-based Respect for School Staff policy (staff login required)
- use language in AUA that is easy to understand, is culturally appropriate and if required, translated into multiple languages. Schools can use funded Interpreting and Translation Services for key school communications.

Implementing new acceptable use agreement template

Schools with a pre-existing local Digital Learning (Internet, Social Media and Digital Devices) policy are encouraged to archive this policy once they have developed an AUA using the department's new template. This can be done in preparation for the 2025 school year, or during the normal 2-year local policy review cycle.

Communicating behavioural expectations to students

Schools must communicate behavioural expectations regarding the safe, intentional and responsible use of digital technologies to students. Schools are encouraged to do this by sending AUAs to students and their families. Sending a copy of the AUA home and publishing it on the school website will assist parents to understand the behaviours expected of students by the school.

In certain cases, such as with very young students (for example, Prep to Year 2), students with additional learning needs or students facing language barriers, schools may need to adapt their AUAs, or adopt alternative methods suited to their students' capabilities while still addressing behavioural expectations. For example, schools can adapt the section 'My ideas on safe and responsible online behaviour' to ask students to draw or speak about how they can use technologies responsibly, rather than read and sign the 'student agreement'.

While not legally binding, AUAs can help to build student digital literacy skills and are helpful to highlight the importance of respecting others, protecting personal information, and calling out inappropriate behaviour (including cyberbullying) online. Schools are encouraged to involve students in the process of developing, reviewing, and communicating these agreements. Schools are encouraged to align AUAs with their school's local Student Wellbeing and Engagement policy (staff login required) and securely retain AUAs that have been signed by students.

Responding to breaches of behavioural expectations

When a student acts in breach of the behaviour standards of the school community (including cyberbullying, using digital technologies to harass, threaten or intimidate, or viewing/posting/sharing of inappropriate or unlawful content), the school can institute a staged response, consistent with their Student Engagement and Wellbeing policy.

Consequences will depend on the severity of the breach and the context of the situation, with consideration given to the impact on a student's engagement and ability to achieve learning

outcomes. If school-based privileges are removed, this must be for a specific time-limited period, which is clearly communicated to the student. Consequences may include:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- other consequences as outlined in the school's Student Wellbeing and Engagement and Bullying Prevention policies.

Student digital device provision

Schools must ensure all students have free access to the digital technologies they need to fulfil the requirements of the Curriculum, in accordance with the Parent Payments policy.
The department does not mandate a specific provisioning model or device-ratio for student digital devices at any year level. Schools can choose the digital device provision model and device ratio that is most appropriate to support their teaching and learning priorities.
Refer to the Guidance tab for more information about digital device provisioning models.

Strategic planning for digital technologies

Schools are encouraged to plan for the use of digital technology using the department's online ICT Strategic Planning Tool. This can support teaching and learning to help to maximise the benefits and avoid any potential harms from digital technologies.
Refer to the Guidance tab for more information about how to strategically plan your school's use of digital technologies.

Definitions

1-to-1 learning program
Where each student has ongoing access to a digital device at school for educational purposes.
Digital device provision model
A digital device provision model is the approach a school takes to ensuring there are adequate and appropriate digital technologies available for students to learn. This includes decisions about appropriate student-device ratios, and whether to invite parents to purchase or supply a device from home.
**Digital technologies**
Digital hardware, software and resources used to develop and communicate learning, ideas and information. Note, not to be confused with 'Digital Technologies' which is a discipline within the Technologies learning area.

Related policies

- Acceptable Use Policy for ICT Resources
- Child Safe Standards
- Digital Technologies – Responsible Use
- Information Security
- Mobile Phones – Student Use
- Parent Payments
- Privacy and Information Sharing
- Software and Administration Systems
- Technologies and ICT Services

Policy review and approval

Policy last reviewed	18th September 2024
Approved by	Principal and School Council
Next scheduled review date	September 2027
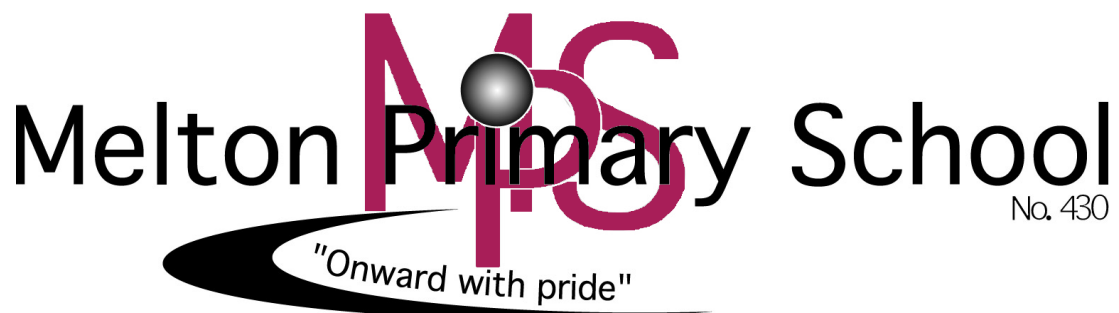
Instructions

- Students are encouraged to speak with their parents or teachers prior to signing this agreement if they don't understand what it means, or if they have questions they would like to discuss.
- Complete the agreement, including parent/carer acknowledgement and return it by ……………
- Completed agreements can be handed to your classroom teacher.

Student Agreement

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(Student name)

I understand and commit to uphold the expectations on me as a student at Melton Primary School when using digital technology.

I will do my best to:

- **be safe** *to protect personal information and keep safe online.*
- **be respectful** *and kind to others when using technology.*
- **be responsible** *by demonstrating honesty, handling technology with care and following the school rules.*
- **ask for help** *if I feel unsure or see something inappropriate.*

I will continue to learn about how to use digital technology in a safe and responsible way.

_____   _____

(Student's signature)   *(Date)*

Parent/carer acknowledgement

_____

(Parent/carer name)

I acknowledge your commitment and will support you to safely use and learn about digital technologies.

Information for parents

Our commitment to the responsible use of digital technology

At Melton Primary School we are committed to building a culture of respect and responsibility. We show this in the way we use technology and interact online. We teach our students about responsible digital behaviours, including how to recognise and respond to online dangers and threats. We support students to develop the digital skills they need to make a positive impact in the world. We are intentional and discerning about our integration of digital tools into the curriculum, providing rich, interactive and personalised experiences, while ensuring a balance with offline learning opportunities.

What we do

	We set clear expectations ● We have clear expectations about appropriate conduct using digital technologies. ● Our **Mobile Phone Policy** outlines our school's expectations relating to students using mobile phones during school hours. ● We have clear and appropriate consequences when students breach these expectations, in line with our **Student Wellbeing and Engagement Policy**.
	We teach appropriate conduct ● We teach our students to be safe, intentional and responsible users of digital technologies, including age-appropriate instruction on important digital issues such as cybersafety and cyberbullying, we also discuss this during our Resilience Project lessons.
	We partner with families ● We work with parents and carers to understand the digital technology-related issues they are facing at home. We support them with information and tools that help.
	We provide access to technology ● We provide access to age appropriate educational software for students to use. ● We create student email accounts which are non-identifiable.
	We supervise digital learning ● We supervise students using digital technologies in the classroom, consistent with our duty of care. ● We use clear protocols and procedures to protect students working in online spaces.
	We take appropriate steps to protect students ● We provide a filtered internet service to block inappropriate content. Full protection from inappropriate content cannot be guaranteed, however, we have processes to report and act on inappropriate content. ● We may access and monitor messages and files sent or saved on our network, if necessary and appropriate.
	We appropriately manage and respond to online incidents ● We work to prevent, respond, and learn from issues or incidents relating to the use of digital technology, including cybersecurity incidents, cyberbullying and risks to child safety. ● We refer suspected illegal online acts to the police.

How parents and carers can help

Learning about technology and its impacts doesn't stop at the school gate. Below are our suggestions for ways you can support your children to responsibly use digital technology.

	Establish clear routines
	● ***Talk to your child about expectations including when, where, and how digital devices can be used at home, ensuring these rules are age-appropriate and consistent. These can include:***
	  o Requiring devices to be used in a common area, such as a living room or kitchen
	  o Setting up a specific area for charging devices overnight, away from bedrooms, to promote better sleep hygiene.
	● ***Be present when your child is using digital devices, especially for younger children who may not yet understand online risks.***
	● ***Look at recommended age limits for set apps/sites.***

	Restrict inappropriate content ● Use built-in parental controls on devices and apps to help manage their device access and restrict inappropriate content, including apps and websites that are not suitable for their age group. ● Consider restricting the use of non-educational apps and apps with addictive game mechanics (e.g. rewards, badges, limited exit options).
	Talk about online safety ● Talk with your child about the importance of protecting personal information and recognising online scams. ● Encourage your child to talk to you or another trusted adult if they feel unsafe online.
	Model responsible and balanced technology use ● Encourage a healthy balance between screen time and offline activities, especially outdoor unstructured play and time with friends and family, face-to-face. * ● Demonstrate responsible and balanced tech use in your own daily routine to set a good example for your child.
	Work with us ● Let your child's teacher know about concerns you have regarding their technology use ● Keep informed about what your child is learning at school, so you can help reinforce positive messages at home.

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*Australia's physical activity and sedentary behaviour guidelines include the following recommendations for children between 5-17 years-old regarding sedentary recreational screen time:

● *no more than 2 hours of sedentary recreational screen time per day*

● *avoiding screen time 1 hour before sleep*

● *keeping screens out of the bedroom.*

Source: Australia's physical activity and sedentary behaviour guidelines, https://www.health.gov.au/topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years*.*

Support for parents and carers

To learn more about how to support the safe, intentional and responsible use of digital technologies at home, the eSafety Commissioner provides [resources for parents](), and outlines available [counselling and support services]().

For students
What we expect

Below are our expectations of students at Melton Primary School when using digital technologies.

Be safe	**At Melton Primary School we protect personal information and keep safe online.** We do this by: ● Not sharing our password or using someone else's username or password. ● Logging out of our devices when they are not in use. ● Restricting the personal information we post online, including images and videos.
Be respectful	**At Melton Primary School, we are kind and show respect to others when using technology.** We do this by: ● Acting with kindness and never bullying others online. ● Thinking about how our words might make others feel before we say or write them. ● Only taking photos or recordings of others when they are aware and have given us permission to do so. ● Seeking permission before sharing others' information online.
Be responsible	**At Melton Primary School, we are honest, handle technology with care and follow the school rules.** We do this by: ● Handling devices with care. ● Not interfering with devices, school systems, or other students' work. ● Not downloading or using inappropriate programs like games. ● Not using technology to cheat or steal, and always acknowledging when we use information sourced from others. ● Turning off and securely storing our mobile phone during school hours. ● Ensuring a healthy balance between screen time and offline activities at school.
Ask for help	**At Melton Primary School we ask for help if we feel unsure or see something inappropriate.** We do this by talking to a teacher or a trusted adult if: ● We feel uncomfortable or unsafe. ● We see others participating in unsafe, inappropriate, or hurtful online behaviour. ● We notice any damage to school technologies. ● We need help understanding about a digital tool or how it can be used.

Support for students:

The e-safety commissioner's eSafety kids page has helpful information to help you stay safe online.

My ideas on safe and responsible online behaviour

Your task:
- Talk with your classmates and/or your parents about what safe and responsible online behaviour means for you.
- Write or draw your response in the boxes below:

Be safe - I protect personal information and keep safe online. This means I:

(write or draw…)

Be respectful - I am kind and show respect to others when using technology. This means I:

(write or draw…)

Be responsible - I am honest, handle technology with care and follow the school rules. This means I:

(write or draw…)

Ask for help - I ask for help if I feel unsure or see something inappropriate. This means I:

(write or draw…)