



*"Small School, Big Opportunities"*  
Kindness, Cooperation, Resilience, Respect

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## **Acceptable Use of Information and Communications Technology**

### **1. POLICY CONTEXT**

Information and Communications Technologies (ICT), including the internet, are now a fundamental part of life in a digital age. They also offer many potential benefits for teaching and learning.

Tarwin Lower Primary School has an important role in ensuring that students know how to use ICT appropriately and safely to access, manage and evaluate information, develop new understandings, and communicate with others in order to participate effectively in society.

### **2. AIMS**

- To improve student learning outcomes by empowering students to access information
- To develop a smart, safe and responsible use of the internet and technology devices
- To develop a partnership with parents and carers to foster students smart, safe and responsible usage of the internet

### **3. DEFINITIONS**

For the purpose of this policy, Information & Communication Technologies (ICT) are defined as being any electronic devices or applications which allows a user to access, receive, record, copy or send information as text, images, audio, or video.

ICT includes, but is not limited to:

- Computer systems and applications such as email, and the internet
- Networks
- Electronic storage devices
- Mobile devices such as mobile phones, tablet devices and PDAs
- Web-based tools such as social networking sites, chat rooms, blogs, podcasts, instant messaging systems, and P2P file sharing
- Imaging tools such as video, still or web cameras and related software
- Audio tools such as audio recording devices, mp3 players and related software
- Fax and copying machines

### **4. GUIDELINES**

- 3.1** Staff use of Tarwin Lower Primary School's devices and/or network to access the internet or any other ICT application, is governed by the Department's [Acceptable Use Policy \(AUP\)](#) as amended from time to time.
- 3.2** Tarwin Lower Primary School is committed to safely and responsibly using digital technologies as an integral component of the learning and teaching programs. Refer to DEECD's policy on [Using Digital Technologies to Support Learning and Teaching](#).
- 3.3** Student use of the Tarwin Lower Primary School's devices and/or network to access the internet or any other ICT application is governed by Tarwin Lower Primary School's [Guidelines And Conditions Acceptable Use Procedures For The School's Internet and Mobile Devices](#)

- 3.4** Students will be made aware of behavior which is not acceptable when using ICT and the school's Code of Conduct, Behaviour Management Policy, eSmart Policy will apply to breaches of expected behaviours – see "Consequences" below.
- 3.5** Cyberbullying and using ICT for inappropriate purposes (such as viewing/posting/sharing inappropriate or unlawful content; using ICT to harass, threaten or intimidate etc) will not be tolerated by Tarwin Lower Primary School and consequences will apply to students in accordance with Tarwin Lower Primary School Code of Conduct, Behaviour Management Policy, eSmart Policy
- 3.6** Staff and student personal ICT devices should be stored in a safe and secure place as the school will not be held liable for loss, damage or theft.
- 3.7** Distribution of school owned devices to students and personal student use of the internet at school will only be permitted where students and their parents/carers provide written acknowledgement that students agree to act in accordance with the conditions of loan and standards of conduct established in the Tarwin Lower Primary School's Guidelines And Conditions Acceptable Use Procedures For The School's Internet and Mobile Devices
- 3.8** The Department's Acceptable Use Policy applies to all school staff and staff should be familiar with the content of that policy. Breaches of this policy may result in disciplinary action (see [Acceptable Use Policy](#)).
- 3.9** Cameras, still and video (including mobile phone cameras) must not be used in private spaces for example changing rooms, toilets, gyms and swimming areas. Action will be taken against any student or staff member who photographs or films other individuals without their knowledge or permission.
- 3.10** Photographs, video or digital images of a student are considered "personal information" and therefore their use and disclosure are governed by the *Privacy and Data Protection Act 2014* (Vic) (**PDP Act**) and the Information Privacy Principles contained within it. Photographs, video and digital images of students may also contain copyright, and therefore may also be governed by the Copyright Act 1968 (Cth) (**Copyright Act**). To comply with the PDP Act, consent is required from parents/carers before schools can collect and use student photographs and film. In some instances, additional consent may be required to ensure compliance with the Copyright Act.
- 3.11** Tarwin Lower Primary School will exercise special care and diligence when photographing and filming Aboriginal and Torres Strait Islander individuals and communities. Premised on mutual respect, trust and the principle of free, prior and informed consent, the following will be discussed with the appropriate custodian/s prior to taking any footage:
- a clear explanation of the film or photo process
  - proper information about the project, including the message, the medium and the audience
  - all proposed and foreseeable uses of the material, including secondary uses
  - the impacts of the material being disseminated
  - timeframes
  - any relevant intellectual property matters
  - that the person can choose not to be photographed or filmed.

Teachers and staff must not use any materials for purposes or uses other than that for which individuals have provided their free, prior and informed consent. Images should also be positive and empowered images to assist in the promotion of the rights of Aboriginal and Torres Strait Islander peoples. As with all students, written consent is required for the photographing or filming of any student of Aboriginal or Torres Strait Islander background.

## 5. RESPONSIBILITIES AND CONSEQUENCES

The use of the Tarwin Lower Primary School's ICT resources, including network, is subject to the Acceptable Use Policy (for staff) and Acceptable Use Agreements (for students). The school's ICT resources can only be used for or in connection with the educational or administrative functions of the school.

This policy is intended to operate within and be consistent with existing school policies and procedures in areas such as;

- Student Engagement and Inclusion policy
- Student Engagement and Well-Being Policy
- Bullying and Harassment policy

### 4.1 Responsibilities

It is the responsibility of staff and students to protect his/her password and not divulge it to another person. If a student or staff member knows or suspects his/her account has been used by another person, the account holder must notify a teacher or the administration as appropriate, immediately.

All messages created, sent or retrieved on the school's network are the property of the school. The school reserves the right to access and monitor all messages and files on the computer system, as necessary and appropriate. Communications including text and images may be required to be disclosed to law enforcement and other third parties without the consent of the sender.

### 4.2 Consequences of Improper Use

Consistent with the Student Code of Conduct breaches of the Acceptable Use Policy by students and staff can result in a number of consequences depending on the severity of the breach and the context of the situation.

#### For Students:

- 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 Code of Conduct

#### For Staff:

Non-compliance with the Acceptable Use Policy will be regarded as a serious matter and appropriate disciplinary action may be taken. See Acceptable Use Policy for more information - <http://www.education.vic.gov.au/school/principals/infrastructure/pages/acceptableuse.aspx>

Use of ICT to engage in behaviour that amounts to bullying, harassment or unlawful discrimination is prohibited and may result in disciplinary action.

While the internet may be largely a self-regulated environment, principles of defamation law, privacy law and community standards still apply to communication and publishing via the internet or other electronic means. In addition to school consequences, there are legal sanctions for improper use of the internet and ICT.

## 5. LINKS

School Policy and Advisory Guide Links (click on hyperlinks below):

- [DEECD Using Technology to Support Teaching](#)
- [DEECD Schools and Cybersafety](#)
- [DEECD Acceptable Use Agreements and Consent](#)
- [DEECD Duty of Care and Supervision](#)
- [DEECD Using Social Media](#)
- [DEECD Students Using Mobile Phones](#)
- [DEECD Photographing and Filming Students](#)

Other school policies which are connected with this policy are;

- Student Engagement and Inclusion policy
- Student Engagement and Well-Being Policy
- Bullying and Harassment policy

## 6. **REVIEW**

This policy will be reviewed **annually** or more often if necessary due to changes in legislation, policy or local circumstances.

This policy was ratified at School Council on 01/08/2017

## Appendix A :

### **GUIDELINES AND CONDITIONS ACCEPTABLE USE PROCEDURES FOR THE SCHOOL'S INTERNET AND MOBILE DEVICES**

#### **Part A – Agreement to be signed by the student and parent**

##### **TARWIN LOWER PRIMARY SCHOOL ICT ACCEPTABLE USE AGREEMENT**

Our School believes the teaching of cyber safety and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school. 21st century students spend increasing amounts of time online, learning and collaborating to be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching. Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home. Some online activities are illegal and as such will be reported to police.

#### **Part A - School support for the safe and responsible use of digital technologies**

Our School uses the internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the internet and mobile technologies responsibly at Tarwin Lower Primary School. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At our School we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered internet service
- provide access to the Department of Education and Early Childhood Development's search engine Connect
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a cyber safety program at the school which is reinforced across the school
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- provide support to parents/carers to understand this agreement (e.g. language support)
- provide support to parents/carers through the document attached to this agreement for parent to keep at home

#### **Part B - Student Agreement**

**When I use digital technologies I agree to be a safe, responsible and ethical user at all times, by:**

- Respecting others and communicating with them in a supportive manner; never writing or participating in online bullying (for example, forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours).
- Protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords and images.
- Protecting the privacy of others; never posting or forwarding their personal details or images Without their consent.
- Talking to a teacher if I feel personally uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours.
- Carefully considering the content that I upload or post online; this is often viewed as a personal reflection of who I am.
- Investigating the terms and conditions (e.g. age restrictions, parental consent requirements). If my understanding is unclear I will seek further explanation from a trusted adult.
- Confirming that I meet the stated terms and conditions; completing the required registration processes with factual responses about my personal details.
- Handling ICT devices with care and notifying a teacher if it is damaged or requires attention.

- Abiding by copyright and intellectual property regulations. If necessary, I will request permission to use images, text, audio and video and cite references.
- Not interfering with network systems and security, the data of another user or attempting to log onto the network with a user name or password of another student.
- Not bringing to school or downloading unauthorised programs, including games.

### **Definition of Digital Technologies**

This Acceptable Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school owned networks or systems, including (Although are not limited to):

- School owned ICT devices (e.g. desktops, laptops, printers, scanners)
- Email and instant messaging
- Internet
- Social networking sites (e.g. Facebook, SuperClubsPLUS)
- Video and photo sharing websites (e.g. Picassa, Youtube)
- Blogs, including corporate blogs and personal blogs
- Micro-blogs (e.g. Twitter)
- Forums, discussion boards and groups (e.g. Google groups, Whirlpool)
- Wikis (e.g. Wikipedia)
- Vod and podcasts
- Video conferences and web conferences.

*This Acceptable ICT Use Agreement also applies during school excursions, camps and extra-curricular activities.*

### **ICT ACCEPTABLE USE AGREEMENT**

I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be renegotiated if I do not act responsibly.

**I have read the Acceptable ICT Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked. I also understand that if the device is lost or damaged outside of the warranty arrangement, that I will be liable for replacement and/or repair of the device.**

**Student Surname** \_\_\_\_\_ **First Name** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent/Carer Name:** \_\_\_\_\_

**Parent/Carer Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers can call Parentline 132289 or visit <http://www.cybersmart.gov.au/report.aspx>

## **To be kept by the Parent or Guardian**

### **Part B - The schools' support for responsible and ethical use of technology?**

Tarwin Lower Primary School uses the internet as a teaching and learning tool. We see the internet and mobile technology as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the internet and mobile technology responsibly at school. Parents should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At Tarwin Lower Primary School we have a cyber-safe and responsible use program across the school and reinforce the values and behaviours of the school code of conduct when students use technology and the internet.

These may include:

- provide a filtered internet service
- provide supervision and direction in internet activities and when using mobile technologies for learning
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- work towards setting tasks that ask your child open questions, so they can't copy and paste all answers from the internet
- provide support to parents to understand this agreement (e.g. language support)
- provide support to parents through the document attached to this agreement

Should your child be found to use the school's Information and Technology resources inappropriately your child will be counseled and some penalties may apply.

These may include:

- removal of network access privileges
- removal of internet access privileges
- removal of printing privileges
- removal of mobile device
- paying to replace damaged equipment
- other consequences as outlined in the school discipline policy

## **Part C - Advice for Parents**

Please keep this as a resource to use at home

At school the internet is mostly used to support teaching and learning. However, at home it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The internet can be lots of fun. If you have the internet at home, encourage your child to show you what they are doing online.

Bullying, stranger danger, gossip, telling the wrong people personal information have long been issues for young people growing up. These are all behaviours which now present online. These are not 'virtual' issues. They are real and can harm and hurt.

At home we recommend you:

- make some time to sit with your child to find out how they are using the internet and who else is involved in any online activities
- ask them to give you a tour of their 'space' if they are using a site which allows them to chat, publish photos, play games, etc
- always get them to set their space to 'Private'
- have the computer with internet access set up in a shared place in the house - not your child's bedroom
- negotiate appropriate times for your child's online activities and use of mobile phones
- ask questions when your child shows you what they are doing:
  - How does it work, how do you set it up and can you block out people?
  - Who else is sharing this space or game - did you know them before or 'meet' them online and what do you know about them?
  - Why is this so enjoyable - what makes it fun?
  - Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child who was going to start to use the space?
  - What are you doing to protect yourself or your friends from these potential dangers?
  - When would you inform an adult about an incident that has happened online that concerns you?

### **Support information for parents around the agreement**

**When I use technology, both at school and at home I have responsibilities and rules to follow.**

**Tarwin Lower Primary School** believes the teaching of cyber-safe and ethical behaviour is essential in the lives of students and is best taught in partnership between home and school.

21<sup>st</sup> Century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching.

Safe and ethical behaviour online is explicitly taught at our school and support at home is requested.

It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing of inappropriate images.

### **Behaving according to school Code of Conduct**

The school's Code of Conduct encompasses not only the rules of the school, but also those desired behaviours and values that your school community believes are important for all students.

**Not giving out personal details or details of other students including full names, telephone numbers, addresses and images and protecting password details.**

Many students like to publish information about themselves and their friends in spaces like Club Penguin, Snap Chat, Instagram or blogs. This can put them at risk of being approached, groomed, and/or bullied online.

We recommend that they:

- don't use their own name, but develop an online name and use avatars where available
- don't share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- don't allow anyone they don't know to join their chat or collaborative space - use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it)

### **Being respectful online and not participating in online bullying or hurtful behaviour.**

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone's face. Being online can make students feel that they are anonymous (even though online interactions can be traced), and often their environment has very few adults.

Not all altercations are examples of bullying, but all unacceptable behaviours need to be addressed.

Participation in bullying or hurtful actions can take many forms in the online world (for example, it can take the form of forwarding messages or directing others to see published images and content which has been deliberately posted to humiliate another person).

Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that the behaviours are discussed as separate from the technologies.

### **Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student**

By just taking care with the equipment, printing and downloading from the internet students can save time, money and the environment. Students often see the internet as 'free', but just looking at a page on the internet is considered a download and the cost is charged somewhere. The repair and support of the school's technology is another issue and as many computers are shared at school, their care is important.

### **Not bringing or downloading unauthorised programs (including games) to the school or run them on school computers**

The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses etc and these put all school equipment and student work at risk.

### **Not looking for rude or offensive sites.**

Filters block a lot of inappropriate content, but they are not foolproof. Students who deliberately seek out inappropriate content or use technology that bypasses filters will have their internet access reviewed and their parents will be informed immediately.

### **Using the internet/mobile technology at school to learn.**

It is important to realise that there is a time for fun and a time for work (even on the internet). Staying on task will reduce risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

### **Asking teacher to help get permission before using information or pictures**

Music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it.

By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts.

### **Thinking carefully about what is on the internet, questioning if it is from a reliable source and using the information to help answer questions**

Not everything on the internet is true, accurate or unbiased. The school is teaching information literacy skills, which enable students to locate, evaluate, and use information effectively on the internet.

Copying and pasting information can help organise arguments, ideas, and information, but it is important that your child uses their own thoughts and language to express what they have learnt. If helping with homework ask open-ended questions. For example, if you say to your child, "Tell me about wombats" you might encourage him/her to copy and paste facts and images about the wombat. However, if you ask "What would a day in the life of a wombat be like?" you may encourage your child to think about different aspects of the animal's life and draw together the different pieces of information.

### **Talking to my teacher or another adult if I need help or see something I don't like online**

The internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online.

If you have any concerns about this agreement or internet safety contact your school or call 1800 880 176 or visit [http://www.cybersmartkids.com.au/for-parents\\_tips.htm](http://www.cybersmartkids.com.au/for-parents_tips.htm)

### **Questions for teacher/ parent/ student discussion**

#### **What can you do?**

- You found the car picture online you were searching for, but it includes a naked lady!
- Someone keeps messaging nasty and upsetting comments about you and your friends on your mobile phone and online.
- A person you have met online asks you to give them your full name and phone number and suggests you meet. What if you have chatted with them for a long time?
- You are sent a message which has been forwarded by someone else. It has embarrassing comments /image about someone you know.
- A game online will only let you play it if you give your name, address, phone number, DOB etc
- In an online space/chat someone suggests you all exclude /block a classmate.
- Your friend has an online profile published (not set to private) you can see their personal details and photos. Other people you know are in the photos.
- A friend tells you about a great site where there is 'free' music to download