Numerous questions were posed by the school community during the planning stages of the BYOD (iPad) program. This document is a list of the answers to these question, compiled from discussions of school staff and the SCC iPad Subcommittee. In some instances, the answers are from other schools in our diocese who have already undertaken this process. We acknowledge Rosary Primary, Watson for their support and advice in the preparation of this document.

1. TEACHING AND LEARNING

1.1 Why does St Thomas need to introduce a BYOD policy?

Refer to 1:1 BYOD (iPad) Implementation Position Paper.

1.2 Will the 1:1 BYOD (iPads) program be extended to other year levels in the future?

The children in the K-2 classes already have access to a bank of iPads in their classrooms which they use on a regular basis as shared devices. Some interstate schools have introduced BYOD from Year 1 however the majority of CE schools in our diocese began with Years 5 and 6 and are now implementing in Years 3 and 4. At this stage the program is being implemented for Years 5 and 6. If it is successful we could look towards extending the model into Years 3 and 4 in the future.

1.3 How will a BYOD model, support students with learning difficulties and how will teaching practices change?
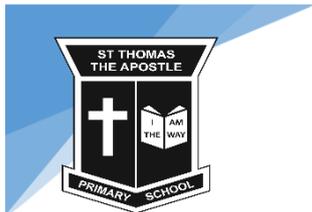
The 1:1 program will enable greater opportunities for differentiation to suit the needs of all learners. Differentiation is provided through adjustments and/or extensions which vary according to the needs of the individual. These may be minor or significant. Adjustments can be made to the content (what is to be taught); the process (how learning will occur); the product (evidence of student learning) and the learning environment.

In line with current trends in education and teacher education, the teacher will increasingly become a facilitator of learning. Learning can be more easily individualised and students are able to develop into more independent learners, working at their own pace, accessing the information they need when they need it, and using a variety of options to present it. Teaching practices are continually changing. As professionals we continue to seek improvement through a variety of means. These include (but are not limited to): professional learning, professional improvement, catering to individual needs and feedback.

2. USAGE / CURRICULUM AREAS

2.1 What subjects will the iPads be used in?

The iPad will be used across all learning areas if it is the most appropriate tool to achieve the learning outcome. It will be used in literacy and numeracy lessons when it is the most appropriate tool, but more often will be used for subjects that require the use of higher order thinking skills and creativity; such as History, Geography, Science and Religion.

2.2 What proportion of the day will students spend on iPads?

This will vary from day to day. Students will still continue to use multiple resources for learning – reading books, using exercise books, pens, pencils etc. if these are the most appropriate tools. The amount of time spent on the device will vary depending on how the teacher and student choose to use the device to support learning.

2.3 What apps will the children be using?

The school will supply apps identified by the teachers and these will be distributed via the Mobile Device Management System. Apps will be selected by the school based upon their capacity to help students meet desired educational outcomes. Teachers may choose to use content-based apps to consolidate selected skills and/or understandings but they will also use open-ended apps that facilitate student-directed learning and enable the pedagogy to 'drive' the technology. Examples of such apps are:

o Explain Everything: Students can create a screencast where they annotate, animate, and narrate explanations.
o Book Creator: Students can create digital books incorporating text, audio, images and video.
o 'iMovie: Students can create and edit movies.

The 'list' of apps will be dynamic and will be available on the school website from the beginning of the 2017 school year.
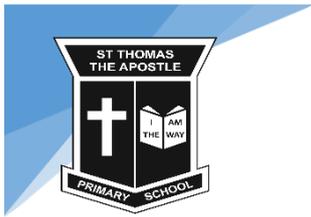
2.4 How will teachers access student work for assessment?

There are various ways teachers can access their students work for assessment which will depend both on the task and the teacher's preference for how they wish to view the assessment. Teachers can use apps, such as '*Showbie'* or '*Google Classroom',* which enable them to assign, collect and review student work. The teacher can manage these and control who has access. Teachers may request the items be emailed or stored on the drives at school. Teachers will have copies of submitted work but otherwise student work will be stored on their iPad or in cloud based storage spaces within apps or Google drives.

3. TECHNICAL

3.1 What specifications are required of the iPad?

The preferred iPad should be at least an Apple iPad Air. Please be aware that as the devices become older they may not be able to support new operating systems, apps, etc. which is why we have chosen these models. If purchasing/leasing a new device, the Apple iPad Air 32GB Wi-Fi or the iPad Air 2 64GB (as 32GB is not available in this model) are the preferred devices. We have chosen the 32GB/64GB over the 16GB as the 16GB fills up quickly in an educational setting. The cost difference between the 16GB and the 64GB is approximately $130 for the iPad Air 2. Having the extra capacity will prove beneficial when

working with video, photos and other multimedia content. The iPad Pro is the current iPad model and can be purchased in two screen sizes, 9.7-inch (the same as an iPad Air 2 and 12.9-inch which is about the size of a laptop screen. Students will realistically only need a 9.7-inch screen and it will fit more easily into their school bags and lockers, however the choice of what size to purchase is left up to families.

3.2 What is the justification of the 32GB of storage?

While much of the students' work will be stored in Google drives and apps with cloud based storage, students will also be completing creative tasks that require the use of iMovie, photos and videos, which will quickly fill the storage on a 16GB device. Students also need approximately 5GB of free space on their device at all times to allow for software updates and new apps.

3.3 What is the life span of an iPad? Will I be able to pass it down to younger siblings when they enter 5/6?

The original iPad was released in April 2010. This iPad was usable until the release of the iOS 8 operating system in late 2014, which was not available for the original iPad due to the limited 256MB of RAM. Based on this, an iPad's lifespan is currently expected to be approximately 4 years before it is unable to be updated with the current software. Software upgrades are likely to make current iPad models out-dated down the track. This does not take into account breakages that may happen during the use/lifespan of the product. It therefore would be possible to hand down the device to younger siblings should families wish do so, however, it will depend on the condition of the individual's device and software compatibility issues at that future time.
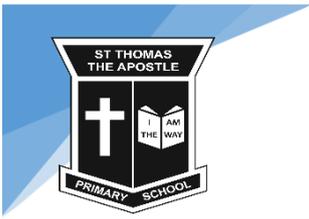
3.4 Who will provide technical support to the BYOD program at St Thomas?

The CE provides significant technical support to the school with CE technicians being available to advise and assist in a variety of ways. The CE IT department has been involved in establishing a number of 1:1 iPad programs in Archdiocesan schools and they bring a considerable amount of expertise to the process. Minor technical issues will be resolved at school and Apple provides technical assistance through the 'Genius' bar at the Canberra Apple Store. Some issues may require families to take their device to the Apple Store for their technicians to resolve. No additional staff will be required for the implementation of the program.

3.5 Where does the school recommend we purchase our iPads from?

St Thomas the Apostle does not recommend a store from which to purchase your device. However, some things to consider when purchasing an iPad are:
   o Be aware of the warranty conditions of the product and the store in which you are purchasing from e.g. what is the process if the iPad needs a screen replaced? Will you be without an iPad for a period of time?

- o The Apple Care and Protection Plan (which is available for a fee of approximately $106) gives you access to expert technical support and additional hardware coverage for your iPad. This is something to consider purchasing with your iPad.
- o There are many places where you can purchase iPads so it will be up to families to negotiate with stores to get a deal that suits them and warranty terms and conditions they are happy with.

4. IMPLEMENTATION

4.1 What is the implementation plan?

Refer to 1:1 BYOD (iPad) Implementation Position Paper

4.2 Why was the consultation of the BYOD model been left until the middle of Term 3 for implementation in February 2016?

Planning commenced early in 2015. The school addressed issues of technical and pedagogical viability and staff perspectives prior to the parental consultation phase. The school worked with the CE T4C process to address issues of technical and pedagogical viability. In the Preparing Phase we undertook research, established the rationale, engaged the School Council, conducted a readiness assessment with IT support staff from the CE, and explored preferred options. In the Planning Phase the subcommittee of the SCC evaluated devices and infrastructure, developed a project plan, prepared costings, drafted relevant policies and then engaged the school community.
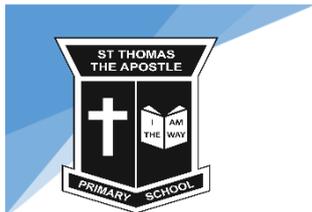
5. INTERNET SERCURITY / APPROPRIATE USE

5.1 Will students be provided with free time on devices? How will this be monitored?

Our policy is that the use of computers, laptops and iPads must always be referenced to curriculum and developmental educational needs of students. Free time on iPads will be a classroom teacher decision and under direct teacher supervision.

5.2 Will the school set out guidelines as to what is meant by appropriate apps/material?

Through the support of the CE we will be using a Device Management System called AirWatch, which will allow us to bulk purchase the required apps and push them out to each device. This takes away the responsibility for parents to purchase school designated apps. Only 'appropriate' apps will be selected by the school. Parents will need to monitor what they allow to be uploaded at home in addition to monitoring usage of the iPad at home. This may include supervising the websites children have accessed by looking at the History and Favourites section of the iPad, and being aware of which applications are being used. Parents will also need to monitor the amount of time spent on the iPad at home and set time limits.

If the school becomes aware of an inappropriate app or content on an iPad, the parents will

be contacted.

5.3 Will there be restrictions in place on the devices?

All the devices used within the school will have restrictions in place via the network connection and Device Management System. Additional restrictions can be set on the device itself by parents and caregivers. Please be aware however that setting certain restrictions on the internet browser such as restricting YouTube can adversely affect your child's use of their iPad at school.

5.4 Will the parents and students be required to sign some kind of agreement?

Yes. Refer to the Computer Facilities and External Networks (ICT) Policy and the BYOD (iPads) Acceptable Care and Use Policy.

5.5 Can children in other year levels bring their own device to school?

Children from grades other than Years 5 & 6 will not be able to bring their device to school as the classroom will not be set up under a BYOD model and teachers will not be able to plan lessons effectively for scenarios where personal devices might be in the classroom.
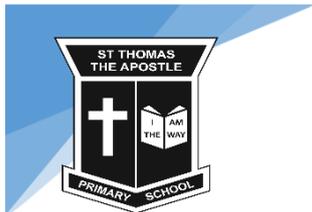
6. WORK HEALTH AND SAFETY

6.1 What consideration has been given to the ergonomics of school furniture to accommodate a BYOD model?

The school suggests parents purchase a cover with a support stand to encourage correct posture. Teachers will ensure that desks are at an appropriate height and investigations are currently being made in relation to purchases of classroom furniture, for the Digital Classroom.

6.2 What measures will be introduced to ensure that students do not suffer from screen fatigue?

Students will not be using their iPads for the entirety of the day. The amount of time spent on an iPad will vary each day, depending on how the teacher and student decide to use the device to support learning. We need to bear in mind that the iPad is an educational tool that is used when it is the most effective means of meeting an educational outcome. The US National Institutes of Health suggest that screen time be balanced with activity. Its actual guidelines discuss home-based screen time rather than in the educational or work settings. Australian guidelines from the Department of Health and Ageing specifically exclude educational use from estimations of appropriate screen time, but also indicate the need to balance sedentary pursuits with more active pursuits.

7. SECONDARY SCHOOL

7.1 Has the school investigated how an iPad will impact on the transition into secondary school? Wouldn't a laptop be a better idea?

The portability, size, intuitive use, battery life, mobility, speedy access and variety of cost effective software of an iPad makes it far more functional for the learning tasks undertaken in a Primary school setting which is why we have opted for iPads over laptops. The children will also still have access to the banks of laptops already provided by the school.

The device can be utilised in secondary school as a study tool or additional platform to complete assignments. It may also be transferred to a younger sibling entering the BYOD 1:1 iPad model.

7.2 Do secondary schools offer a BYOD program?

Most secondary schools are moving towards a BYOD model. Students transitioning from St Thomas who have participated in the 1:1 BYOD iPad program with its focus on self-directed learning, and appropriate use and management of technology, would have a solid foundation to build on in secondary school. Convergence between device platforms and capacities is expected to continue.

7.3 What are St Mary MacKillop College, Marist College and St Clare's College offering in their ICT programs?

St Mary MacKillop College currently have a hybrid program where students in Year 7-10 have the choice of a BYOD or a College provided Laptop. While the current Year 11-12 students participate in a BYOD program which began in 2015. The BYOD program will be continuing for students attending St Mary MacKillop in 2017, with students having the choice of either a laptop or tablet device.
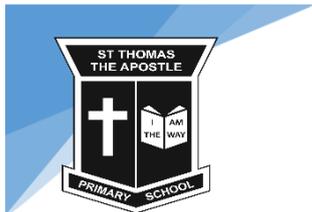
Marist College currently offer a BYOD model – Years 4-6 are required to use an iPad and students in Years 7-12 can bring a laptop or tablet device to support their learning.

St Clare's College moved to a BYOD program in 2016 in which students from Years 7-9 are required to bring their own electronic device to school. Students may choose to bring tablet devices such as iPads or Android Tablets, Chromebooks or Laptops (Windows or Mac).

8. EVALUATION

8.1 How will the 1:1 iPad Program be monitored for continuous improvement?

Ongoing assessment and evaluation of all educational programs and initiatives are conducted regularly within the school and across the sector more broadly. This initiative will be subject to the same processes. Increased levels of student engagement, creativity and demonstration of higher order thinking skills will all be important factors in determining the success of the 1:1 BYOD (iPad) Program.

9. INSURANCE & DAMAGE/THEFT

9.1 What happens if the device is damaged or stolen, including during transit to and from school?

The school will not be liable for loss or damage to personal electronic devices either at school or in transit, beyond the circumstances covered in the Student Welfare and Management Policy. iPads can be purchased with an Apple Care and Protection Plan for further support and warranty of devices and this is encouraged. iPads may be covered by families' Home and Contents Insurance if families choose to take out the coverage. As it is a personally owned device, the school will not be responsible for insurance. Refer to BYOD (iPads) Acceptable Care and Use Policy for further clarification of this question.

9.2 Will the school provide a backup while a damaged or lost device is being repaired/replaced?

The school will have a limited number of iPads for students to use at school in the case that their device is being replaced/repaired. Students will not be able to take these devices home.

10. AFFORDABILITY AND COST

10.1 Why can't the school provide additional devices which belong to the school but are dedicated to Years 5 and 6 students?
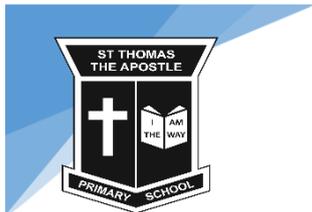
The ongoing cost of this would not be viable. In the initial year (2016) the school will meet 50% of the cost for those parents of children in Year 6 who enter into an agreement with the school, but elect to leave the iPad with the school at the end of the year. These iPads will be incorporated into the school's ICT resources.

10.2 Could the money (targeted for iPads) be more effectively used to address specific needs of groups or individuals?

The school considers all needs when prioritising educational programs. This BYOD program will help address the educational needs of all students.

10.3 Will the IT Levy be removed as we have to buy a device for our child to use at school?

An IT Levy will remain, keeping in mind that internet usage charges will increase due to the number of devices on the network, additional hardware specific to iPad use in the classrooms will need to be purchased over time (e.g. Apple TV) and apps will also need to be purchased for students. The IT Levy, as with all school Levies and Fees, is reviewed annually by the SCC Finance Committee.

10.4 Will the purchase of apps/software be determined by cost?

Software will be identified through a process outlining the functionality of the app and whether this app can help the student to meet the desired educational outcomes. App purchases will not be driven by cost and availability, but rather through the application of educational criteria. One of the exciting aspects of this initiative is that a range of adaptive apps will be available to support student learning as appropriate for individuals and classes.

10.5 Why iPads and not, other (cheaper) android devices?

The option of other devices was discussed with the SCC. In weighing up the pros and cons of each device it was determined that iPads were the most suitable option for a 1:1 BYOD program. A number of these reasons are:

- The school already uses iPads regularly particularly within the infants' classrooms and each teacher has an iPad to utilise within their classroom. This increases the level of teacher knowledge required to support learning, develop tasks and troubleshoot in the busy classroom environment.
- The sharing of work between teacher and student is simpler across the same type of device.
- The CE IT services team will support us in the use of iPads on the Network but do not have the capacity to do so with Android products.
- iPads also have an extensive array of educational apps designed for them, and have specific teams within their stores dedicated to the use of iPads in education.
- Apple provides workshops for teachers and students to support their use of iPads as an educational tool.
- The Apple Store also provides support to those who have purchased Apple products both in store and over the phone with additional support provided to those with an Apple Care and Protection Plan,

10.6 What other costs will be involved in providing an iPad?

Families will need to purchase a protective cover for the iPad with a stand. Headphones for classroom use will also need to be provided. Wireless keyboards can be purchased for use with the iPad however this choice is left up to families. Families may wish to purchase apps for their child's iPad, over and above those provided by the school.

10.7 What is the outcome for parents who cannot afford to purchase a device?

The school will always support families in genuine need. If families cannot afford to buy a device outright there are other options open to them. In 2017 a payment plan will be organised through the school, families may also be able to organise personal leases or finance arrangements from their store of purchase. Families experiencing significant difficulty with the purchase of a device can make contact with the Principal to find a solution.