



St Paul's Catholic Primary School

All to All

Information and Communication Technology Responsible Use Policy

Rationale

As Catholic educators our primary goal is to educate the students in our care and to ensure they are kept safe and protected, while engaging with learning technologies in contemporary learning environments. At St Paul's we acknowledge and value the critical role technology plays in supporting learning and teaching and strive to embed appropriate technologies within contemporary pedagogies. "Pedagogies that integrate information and communication technologies can engage students in ways not previously possible, enhance achievement, create new learning possibilities and extend integrations with local and global communities."

(Pedagogy Strategy : learning in an online world. Ministerial Council on Education, Employment, Training and Youth Affairs, 2005, p2)



Aims and School Context

At St Paul's we aim to develop responsible and ethical digital citizens who are proficient in their use of technology.

The staff at St Paul's endeavour to:

- * integrate technology authentically across key learning areas
- * instill in our learners a strong command of information technologies and knowledge with a focus on digital citizenship
- * facilitate collaborative learning experiences among teachers and students through electronic based education projects
- * involve and inform parents utilising technological means such as the school website, electronic newsletters and class blogs or sites
- * embed opportunities and experiences for students to engage and learn with a variety of technological devices and learning tools
- * create an elearning culture based on the understanding that technologies play a key role and are fundamental to the preparation and implementation of learning, teaching and assessment opportunities for students and the personal and professional growth and development of staff.



These goals will be evaluated through the implementation of the Diocesan and Learning Teaching Framework (DLTF) and prioritised through the School Review and Improvement (SRI) process.



IMPLEMENTATION

St Paul's endeavours to work with families and the wider school community to ensure the delivery of quality Information and Communication Technology (ICT) experiences in safe and supportive environments. The implementation of quality ICT experiences includes the components of Cybersafety, Access, use and facilities, Responsibility and training, Network resources, Digital devices, Regulations and conditions of use, the school website and supporting documents and publications.

Access and Use of ICT Services and Facilities

Beginning in 2015 parents will be asked to read, discuss and sign the *Information and Communication Technologies Acceptable Use Agreement*. This agreement addresses access and usage of both the

Internet and digital technologies and devices. Parents are encouraged to discuss these with their children.

All teachers will ensure that students are aware of the agreement and discussions will be at an age appropriate level. The Year 3 to 6 students of St Paul's are provided with access to a Google Education account which includes email. Students will only use their email as a work tool, to communicate and send work to their teacher. The agreement is designed to ensure that both the parents and students understand the rules that apply to the use of ICT within the school's context

Cybersafety

To assist with allowing our students to access the internet the CEO has deployed an in-school filtering system. The CEO advocates the use of the Cyber Safety Help button created by Cybersmart. Cybersmart is a national cybersafety and cybersecurity education program managed by the Australian Communications and Media Authority (ACMA), as part of the Australian Government's 2008 commitment to cybersafety.

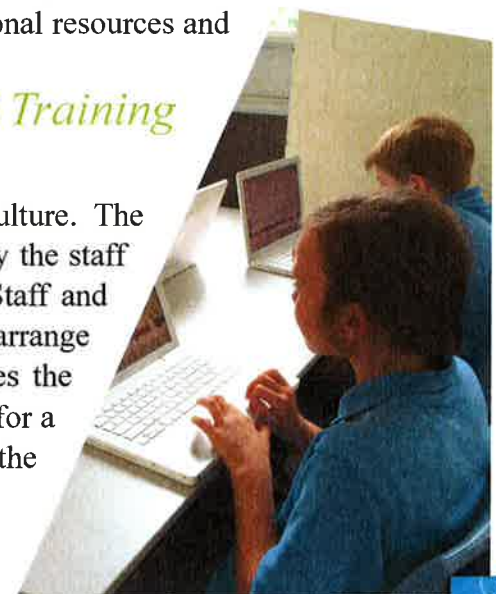


Pope Benedict encouraged young people to actively embrace the emerging technologies and promote "a culture of respect, dialogue and friendship"

"Cyberbullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content." (*CEO Student Anti-Bullying Policy and Guidelines for Implementation*) Students are supported through the explicit teaching of Digital Citizenship and responsible use of technology from Kindergarten to Year 6 through age appropriate educational resources and stage-based content in Digital Citizenship .

Responsibility for Professional Development and Training in ICT Skills

St Paul's Leadership Team is committed to building a knowledge culture. The identification of the information and related technology skills required by the staff and students is an ongoing priority. School staff are used as trainers. Staff and students may attend courses offered by the CEO, attend conferences or arrange for CEO personnel to provide training programs. The school recognises the importance of developing a networked learning community and the need for a strategic approach to training so that teachers can successfully deploy the teaching of technology skills across all curriculum areas.





Network Resources

Appropriate use of all St Paul's network resources, including the Internet, demonstrates respect for intellectual property rights, the right to privacy and individual's rights to freedom from intimidation, harassment and bullying.

The Catholic Education Office Network Administrator has undertaken to maintain an Internet filter which, as far as possible, restricts users access to sites which have been deemed inappropriate. It takes approximately twenty four hours to restrict a site once it has been deemed inappropriate.

This filter is not active in the home environment, and therefore parents are asked to supervise Internet access at home. Users of the St Paul's system are not to store, play or share information on the network or on any device that is inappropriate. Inappropriate material is defined as including, but not limited to, illegal or unlicensed software, video and music files that contravene copyright, and content rated above 'PG'.

If users are found to have accessed, stored or shared inappropriate material on devices or the network they will be in breach of St Paul's *Information and Communication Technologies Acceptable Use Agreement* and disciplinary procedures will follow.



Digital Devices and Peripherals

St Paul's has desktops, laptops, smart boards and iPads that are available for students. The school is resourced to provide students with the skills to operate in our technological society. Student learning outcomes are greatly enhanced through the use of technology within our school. Our school is fully networked which allows Internet, Intranet and email access from any point in our school via a wireless local area network (LAN) and Interactive Whiteboards (IWB) are installed in each classroom and our Library.

Students and staff have access to digital cameras and video cameras, data projectors, and printers. These tools enhance learning experiences and assist in creating a flexible technology-based learning environment in the classroom.

Years 3-6 students who are invited to bring in their own personal iPad to school understand that all devices are to be for educational purposes only. St Paul's takes no responsibility for any loss, breakages or damages incurred whilst the device is on the property of the School or Parish. This includes traveling to and from school.



21st century schooling – Innovative new models of schooling that utilise technologies in the redesign of organizational structures and curriculum are required. Education systems are investing in schools as learning communities with strong partnerships between students, teachers, families and the wider community ... Innovative and effective use of ICT is transforming pedagogies, empowering teachers and support staff to focus on student-centered active and interactive learning.' (Contemporary Learning: Learning in an Online World, MCEETYA, 2005, p. 6)

Regulations and Conditions of Use

St Paul's regulations and conditions of use for information technologies and digital devices include:

- all students are solely responsible at all times for their proper use of the Internet and their email access
- users shall not give their password information to another user nor allow another user to use their account
- inappropriate use may result in disciplinary action i.e. restricted use or removal of internet and/or access to learning tools and devices.

The following incidents will result in loss of access privileges, parent contact or more serious consequences, which may include the involvement of appropriate authorities:

- ➔ using inappropriate language that may be offensive to other users
- ➔ making personal attacks on or about other people
- ➔ harassing another person (i.e. using technologies/devices in a manner that menaces another person and not ceasing when asked to do so by the other person)
- ➔ sending or posting false information about a person, group or organisation that might injure the reputation of that person, group, or organisation
- ➔ posting personal contact information, such home address, telephone, email address, photographs, or names, without obtaining permission from the person affected
- ➔ using the school network for the manufacturing, storage or distribution of data (files) not directly related to educational purpose
- ➔ installing software or applications into digital devices without authorisation

School Website

St Paul's website is designed to promote and foster positive relationships between the school, home and the wider school community.

St Paul's website includes a collection of information and publications that relate to the life of the school. The School Website is an information repository intended to assist the staff, parents, students and community about life at St Paul's.



Supporting Documents and Publications

Our Information and Communication Technologies (ICT) Responsible Use Policy aligns with significant documents from the Catholic Education Office (CEO) including the *Diocesan Learning and Teaching Framework (DLTF)*, *Path to Life Framework for Pastoral Care & Wellbeing for Systemic Schools in the Diocese of Wollongong* and *Diocesan Information, Communication and Technologies Strategic Plan* supports and provides a vision for St Paul's in planning for and implementation of ICT.

21 STEPS TO 1 TO 1 SUCCESS : SUPPORTING 1-TO- IMPLEMENTATION - VICTORIA

<http://asp-uk.secure-zone.net/v2/index.jsp?id=639/684/1625&lng=en>

DEPARTMENT OF EDUCATION AND TRAINING QUEENSLAND -

[Smart Classroom Bytes](#)

Evaluation

This policy was reviewed in 2015

WHAT IS CYBERBULLYING?

Cyber-bullying is about people and relationships – not technology.

Cyber-bullying involves the use of information and communication technologies (ICT) to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

This form of bullying is often committed using mobile phones or the internet and includes such activities as:

- Posting hurtful messages on social networking sites
- Sending repeated unwanted messages either by SMS, instant messaging (IM) or email
- Excluding someone from an online group
- Creating fake social networking profiles or websites that are mean and hurtful.

Cyber-bullying is different because:

- It affects youth far more than adults
- The internet encourages dis-inhibition because there is no direct contact between bully and victim
- The speed at which the hurtful messages can be sent to their victims
- The audience is as large as the Internet itself
- The bullies believe they can hide behind the anonymity (although they can find almost anyone, anywhere)
- Children generally don't want to report it, lose access or have parents make it worse.

Why do children do it?

- Cyber-socialisation begins very early, but is not adequately supervised
- The thrill of anonymity and freedom, there is often no adults around to tell them what to do resulting in an absence of boundaries and behaviour monitoring
- The nicest children will say the most awful things with anonymous publishing
- Their favourite technologies are synchronous, instant – they're "of the moment".
- The teenage brain is not fully matured until their early twenties
- Children have a sense of entitlement – "they all want their 15 megabytes of fame"
- Youth today are looking for "their space" and if they don't find it in physical space they'll find it online
- Traditionally the focus has been on bullying. Cyber-bullying has virtually gone under the radar thus far and can be very hard to detect the perpetrators.

How do I know if my child is being cyber-bullied?

Signs that your child may be experiencing cyber-bullying include:

- changes in their general behaviour or mood
- a decline in physical health
- changes in friendship groups
- changes in sleep patterns
- avoiding school or clubs.

If your child does show any of these indicators, and especially if their behaviour is new and out of character for them, talk to them about your concerns and keep a close eye on their online and offline behaviour. Keep them connected to supportive friends and family both online and offline. You may also consider seeking professional support for your child.

What to do if your child is being cyber-bullied

- Praise your child for coming to you – this is a big step as most children are frightened to tell a parent about cyber-bullying. Do not be angry with your child – remember that they are the victim and it is someone else doing the wrong thing.
- Save and store the emails, chat logs or SMS's in case of Police investigation
- Help your child to block and delete the bully from all contact lists
- Do not respond to nasty emails, chats, SMS or comments – this is what the bully wants so ignore them. (They will need your help to do this)
- Use the 'report abuse' button, which all websites/applications have. Explain the problems you are having and they are obligated to investigate.
- Have some 'down time' without the computer or mobile (do not do this as punishment, rather as some peaceful time where they are not being bothered)
- If unwanted contact continues, consider deleting the email, msn, hotmail etc and start a new account for your child. Encourage your child to only give your new details to a small list of trusted friends.
- Get a new phone number if being harassed on your phone. Report the problem to your phone company and insist on a new number for free.
- Inform your child's school. It is important that they know what is going on so that they can monitor any issues at school.
- Report it to the Police if this is an ongoing situation. Each state has laws that prohibit online bullying and stalking.

Cyber-bullying and the School

Why is the school concerned?

- Because children who are scared can never reach their full potential. It mightn't happen at school but it affects a student's ability to learn. Make an appointment to discuss what's happening to your child with the school Principal.
- This is also a health, community and wellness issue – not just a school issue. Parent and community groups need to work with schools to combat inappropriate behaviour and reinforce core values.

What are the risks to your children if they do engage in poor online behaviour?

- If you set up a social networking page specifically designed to encourage negative comments, you could end up being accused of defamation.
- If you make threats or derogatory comments on a social networking site, and it becomes public you could be considered to be inciting hatred of an individual.
- If you post offensive or abusive comments or unwanted images on someone else's social networking site you could be found guilty of using a carriage service to menace, harass or cause offence.
- Negative comments or posts on blogs about products, services or businesses can lead to court cases against you.
- If you upload to the internet footage of yourself or others engaging in illegal activities, be aware that that footage could be used as evidence against you in court.



E-MAIL COMMUNICATION

St. Paul's recognises that electronic mail (e-mail) is a valuable communication tool that is widely used across our society. Staff members are provided with email accounts to improve the efficiency and effectiveness of communication both within the school and with the broader community.

STAFF MEMBER TO PARENT E-MAIL COMMUNICATION

Acceptable

- General information about class activities - curriculum, homework, tests, special events.
- Distribution of school announcements to a parent's email.
- Arrange for meeting/telephone call regarding a student issue
- Follow-up on an issue that has previously been discussed.

Unacceptable

- Any discussion related to other students,
- Personal information about other students,
- Specifics about a sensitive student issue,
- Any discussion related to other staff,
- Any discussion related to the staff member's performance,
- Any sensitive student information that would normally be discussed face-to-face or by phone.

PLEASE NOTE

- When communicating with staff the response times may vary, however urgent matters must be directed by phone to the school office.
- Parents are asked to follow the above code when communicating via email to Staff

Generic Email Response

If a teacher chooses not to use email as a communication tool or feels like the topic is too sensitive for an email reply, the following generic responses will be used:

"Thank you for your email. St. Paul's does not use email to discuss student information. In order to best address your concerns and quickly answer your questions, please feel free to call me at school and I will be happy to discuss this with you further."

"Thank you for your email. I believe this concern is too sensitive for email. I would prefer to speak in person regarding this matter. Please contact the school office to arrange an appointment to discuss this matter further."

STAFF MEMBER TO STAFF MEMBER E-MAIL COMMUNICATION

Please refer to the, 'Acceptable use of ICT by employees of the Diocese of Wollongong,' policy and the, 'Staff Relations Diocese of Wollongong,' policy.

STAFF MEMBER TO STUDENT E-MAIL COMMUNICATION

Acceptable

- Discussions specifically related to class activities - curriculum, homework, assessments, tests, special events.

Unacceptable

- Any discussion related to other students.
- Personal information about other students.
- Discussion about personal life of staff member or student (home life, vacations, relationships).
- Sensitive information regarding the student's performance.