Going 1:1 at St Emilie’s

A companion document to the 1:1 Parent Information Evening

26th August 2015
1:1 Fundamentals

Overview
1-to-1 programs are also known as 'anywhere, any time' or 'devices for students' programs.

These programs provide students with personal portable computers, which enhance opportunities to engage the digital generation by supporting more individual (or 1-to-1) learning experiences.

Benefits of 1-to-1 programs
1-to-1 programs are one aspect of an international move towards individualising learning which has the potential of increasing independence and self-initiated learning in students, while extending their learning beyond the classroom.

Students who have their own laptop device have been found to take greater pride and ownership over the knowledge they create.

1-to-1 programs have the potential of extending formal learning communities to include parents, siblings and other people important in students' lives. Programs may also lead to initiating global communication and collaboration and developing increased creative expression.

Successfully implementing a 1-to-1 program
Successfully implementing a 1-to-1 program relies on an equal focus of the following:

- a strongly supported vision and culture across the whole school community
- effective technical infrastructure and support
- development of student-centred pedagogies
- structured professional development for staff
Mission & Vision

Our shared vision is that each student here at St Emilie’s will learn to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust 21st century citizen, who actively contributes to shaping a positive and ‘life-giving’ global future.

St Emilie’s Catholic Primary School strives to support staff and students to develop the skills, tools and growth mindset needed to achieve ongoing success in a rapidly changing technological and information-rich world.

We support the development of staff, students and parents as responsible digital citizens, who are able to interact collaboratively as members of a connected global community.

By integrating information and communication technologies into all areas of the curriculum we aim to provide powerful and effective tools to engage students, empower teachers and involve parents in developing curious, collaborative, competent and creative lifelong learners.

Here at St Emilie’s we support the use of technology in the way teachers teach, the way they interact with students and families, and as part of the way students engage with their learning. We are moving the focus from teacher led instruction to student-centred learning, empowering students to further explore, create and innovate.

As a place of learning, part of St Emilie’s core mission is to prepare students to live, learn and make a difference in the world in which they live. Students need to be able to think critically and discern truth and they need to learn to research using a variety of multimedia sources. They benefit from developing the skills they need to present their learning in a variety of ways. Students need to be able to discover, access, create and communicate information and ideas, as well as work collaboratively to solve problems. Our children are global citizens and therefore they benefit from communicating both within and without our school environment, as well as learning how to do this in a safe and responsible way.
Our vision is to continue to develop independent and self-initiated learning in students and having the opportunity of extending their learning beyond the classroom is a powerful way of achieving this vision.

**Relationship Building**

At St Emilie’s we value relationships and provide valuable opportunities for staff and students to engage in meaningful dialogue.

*Therefore technology use in our school will...*

- Complement and uphold the value we place on face-to-face communication.
- Foster the ability to express oneself clearly and mindfully, in speech, writing, and other media.
- Enrich communication and collaboration while promoting inclusion.
- Promote experiential learning and enhance it by documenting, preserving, recording and sharing experiences.
- Encourage conscious choices in the use of personal communication and available technologies.

**Personalised Learning**

At St Emilie’s we value personalising the learning process to allow for individual growth and development.

*Therefore technology use in our school will...*

- Support and enhance differentiated learning and instruction.
- Encourage adaptability & flexibility in the learning environment.
- Foster ‘anytime, anywhere’ learning.
- Allow students and teachers to tap into areas of passion and creativity.
- Enhance creative expression, encourage innovation, and promote lifelong learning.

**Global Awareness and Digital Citizenship**

At St Emilie’s we value increasing awareness of the world and fostering responsible and ethical use of resources.

*Therefore technology use in our school will...*
• Assist us to develop responsible and ethical members in our learning community.
• Promote cultural awareness across our school and develop empathetic and proactive global citizens.
• Help our students to understand the impact of technological change and innovation for good in individuals, communities and the world.

Achieving our Learning Goals

At St Emilie’s we seek out valuable tools that enrich and complement the learning process.

Therefore technology use in our school will...

• Promote critical thinking and creative problem solving.
• Give students greater choice as to how they share what they know
• Assist us to increase student motivation and engagement
• Assist us to individualise learning

Professional Development

Teachers are no longer the primary source of information and knowledge for students when a quick web search is at their fingertips. Instead it is up to teachers to reinforce the habits and discipline that shapes life-long learners — to ultimately foster the kind of curiosity that compels their students to continue beyond an Internet search and dig deeper into the subject matter.

Teachers at St Emilie’s are expected to be proactive about their professional development and to invest in their personal and professional growth for the good of all the students in their care.

At St Emilie’s we actively value and promote professional development.

Therefore technology use in our school ...

• Reflects decisions based upon research that points to quality pedagogy.
• Reflects a model where teachers are professionally developed ‘on the job’, having ready access to pedagogical support, technical support and a collaborative, collegial network.
• Transforms the role of the teacher from one of being the holder of knowledge, to the facilitator of learning.

Strategic Planning *a Snapshot*

**2012**
- ICT Audit (CEOWA staff)
- Established partnership with Winthrop
- Appointment of Technical Support person and Educator Support Person – 1 x a fortnight
- Whole School Infrastructure Upgrade – new wireless, server, switches
- MacBooks into the hands of each staff member
- Professional development for all staff - ongoing
- Appointment of 2 Key Teacher Leaders in ICT
- Trial of Macs in 2 classrooms
- Feedback from staff collated at staff/cluster/ Board meetings

**2013**
- iPad bundles in each K-Yr6 class
- Half school - flat screens and Apple TV’s – replaced Smartboards in each class
- New Server and new virtual server
- Macbooks to each staff member
- Professional development ongoing
- Maintained Technical Support person increased to ½ day x a week
- Maintained Education Support person 1 day x fortnight
- Whole school Open Nights – showcasing technology in action – anecdotal feedback from parents
- School visit to see 1:1 program in operation
- Flag possible 1:1 initiative at enrolment interviews
- Began looking at variety of research papers re value of 1:1 programs

**2014**
- Board Mtg presentation re 1:1 - Daniel Franco Winthrop
- Finished replacing Smartboards with Apple TVs flatscreen tvs
- COW 2 - leased 16 MacBook Airs - Jan 2014
- New Mac server
- Professional development ongoing
- Apple PD here at St Emilie’s Regional schools re rollout of 1:1 – issues and considerations
• Whole school Open Nights – showcasing technology in action
• Flag possible 1:1 at enrolment interviews
• 1x ICT leader given release time to support day to day staff ICT issues
• WIFI audit
• Audited our learning spaces in relation to changing technology use

2015
• Jan 2015 – 112 iPads - New lease for 2 years
• COW 1 – due for lease renewal – Jan 2016
• Staff Macs - due for lease renewal – Jan 2016
• Canvas possible 1:1 initiative at enrolment interviews
• Next whole school WIFI upgrade (planned for Nov/Dec 2015)
• Roll out of Google Apps for Education
• Meetings with ICT staff Corpus Christi
• Year 3 - 1:1 classroom trials
• Letter to Community regarding possible 1:1 rollout in 2016 for Year 4
• Opportunity for parents to ask questions or comment via a dedicated email address
• 1:1 Parent Information Evening - Week 6 Term 3 2015- Yrs K-3 parents
• FAQ sheet for parents - questions answered
• Parent Survey re feedback from Info Night and
• With community support - plan for rollout of 1:1 Macbooks - Feb 2016
• ‘Boot camp’ plan for children and parents for start of 2016 - who, what, where, when, why and expectations, policies, support for families
• Appoint replacement ICT teacher leader for 2016
• PD for Year 4 teachers 2016 - in preparation for 1:1 program.
• Year 3 and 4 learning spaces to be upgraded

2016
• COW 2 due for lease renewal Dec 2016
• Deployment of Macbooks in Year 4
• Current Macs lease up for renewal Jan 2017 (hand in at end of 2016)
• Upgrade Yr 5 and 6 learning spaces – including plan for the upgrade to Junior Undercover Area.
Deployment Plan

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- Term 4 2015 - Boot Camp Meeting for Year 4 families
- January 2016 - devices arrive and are imaged by Winthrop.
- February 2016 - Macbook Support and Launch Night - parents and students
- February 2016 - Deployment of Macbooks in Year 4

Financials

In looking at the financial implications of going 1:1, St Emilie’s School Leadership Team and the School Board have been engaged in a number of meetings and presentations over the past two years, from various sectors, and in partnership with Winthrop Australia. We have also met with a number of other metropolitan primary schools who have already rolled out a 1:1 program, to seek their advice and to learn from their past experiences. By spending time doing this, we have been able to compare various options in regard to many different aspects of the initiative, including financing. Of course, each finance option has its own particular advantages and disadvantages, influenced by a number of factors, including our own school context.

If we were to commence a 1:1 program in 2016, St Emilie’s School Board is proposing a school-managed leasing arrangement, whereby the school enters into a master lease and families pay the school, via their
school fees. This means that the laptop would belong to the school, however the family has the use of the laptop (7 days a week and during school holidays) for a period of 3 years, whereupon it is returned to the school, and the school checks the devices and returns the devices to the leasing company. This particular arrangement has benefits to both the school and to families, especially in the establishment phase of a 1:1 rollout.

Each year, as a new cohort enters the Year 4 1:1 program, the financial options for rollout would be re-examined to ensure that they best meet our needs as a school community.

Benefits of Devices Provided by the School

Some advantages of school-provided devices includes:

- that it ensures equitable access to a device for every student
- that there is a greater ability to configure, supervise and maintain devices
- that there is uniformity of systems and software, providing a standard experience for users and less complexity for teachers and IT support staff
- that we can guarantee device insurance and indemnity (repair) coverage, and potentially get better terms than if families did this individually
- promote learning beyond the classroom in conjunction with parents and the extended school community

Some disadvantages are:

- that there is greater responsibility and time involved for the school in device procurement, licensing, fleet management and support

Specifications

The laptop device specifications are:

- 11-inch MacBook Air
- 1.6GHz dual-core Intel Core i5 processor
- 128 GB Storage
- Intel HD Graphics 6000
- 4GB memory

The laptop comes as a bundle and includes:
• 1 x MacBook Air 11” 128GB
• 1 x Heavy duty Targus Contego Laptop Bag
• 1 x WD External Backup hard drive
• Protecsure Insurance
• AppleCare Warranty

What will appear on the fee statement?

At the start of each year, the School Bursar will send home a Fee Statement for the year and the 1:1 annual fee will appear as a line item on this statement. The fee statement for the 2016 intake will reflect the cost of the device for the year.

Savings to Families

Unfortunately, sibling discounts are not able to be provided, as each student from Years 4-6 within a family will require a device.

However, the Board has determined that we will be able to offer **at least a $100 per year saving** to families of all children involved in the 1:1 program. This will be done by offsetting some of the cost of the device from an area such as the school booklist, as once the children have their own device, a number of the items on the booklist will no longer be required.

If you have one child in the 1:1 program you will pay approximately $10.00 a week over 52 weeks; if you have 2 children in the program, $20.00 a week and with 3 children in the program the cost would equate to $30.00 per week.

Payment Options

As with the payment of regular school fees, St Emilie’s will continue to support families to negotiate a payment plan that works best for you. Currently, families can pay their fees as one lump sum, in 3 instalments across Terms 1-3, or by weekly or fortnightly direct debit/EFTPOS deductions. If a family is experiencing financial difficulty and require an adjustment to the time they need to pay their account, parents are asked to book a meeting with the School Bursar and the School Principal, to discuss possible options.
## I.T Considerations

<table>
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<tr>
<th>Question</th>
<th>Response</th>
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<tr>
<td>Do we have adequate incoming Internet bandwidth?</td>
<td>Yes, this has been audited by Winthrop Australia.</td>
</tr>
<tr>
<td>Is our wireless network robust and secure enough to manage and distribute a strong, reliable signal throughout our school?</td>
<td>We are due to upgrade our wireless network again in Dec 2015.</td>
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<td>Do our classrooms have safe, secure locations to store the MacBooks?</td>
<td>Each pod of classrooms have lockable storerooms for storage of devices when not in use.</td>
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<tr>
<td>Have we set up policies for appropriate technology use?</td>
<td>Yes.</td>
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<tr>
<td>Capacity of our IT team to support this programme</td>
<td>Peter, Joel, Stuart and Dan; plus CEWA support desk and Corpus Christi ICT staff.</td>
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<tr>
<td>Online environment</td>
<td>Google Apps for Education provisioned for all staff.</td>
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<tr>
<td>Will devices be sent home on distribution, or will there be a period of in-school training first?</td>
<td>A period of in-school training.</td>
</tr>
<tr>
<td>What provisions will be made for students entering or leaving mid-term?</td>
<td>The school will maintain the lease as of the start of a new term. New students will take over the lease upon arrival.</td>
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<tr>
<td>Do parents sign off or attend an introduction session before the devices go home?</td>
<td>Yes.</td>
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Engaging the Community

- Teachers continuing to showcase learning and in particular how technology is being used as part of the learning process, at Open Nights, Three-Ways, assemblies, on website.

- Letter/emails to K-Yr 3 parents explaining what a 1:1 initiative is about and the Board’s intention to hold a presentation in the hall regarding the rollout of a 1:1 program in 2016 for Year 4’s.

- Website posts - youtube links provoking thinking about how rapidly the world is changing and how technology is playing a key role in assisting students to engage with their learning.

- Parent feedback, questions and/or concerns invited via email, prior to whole school presentation.

- Email questions /concerns addressed as part of our presentation.

- Presentation to include feedback from staff, children, leadership team, Board, Winthrop, Corpus Christi ICT staff.

- Presentation advertised for Wk 6 Term 3 2015 - for families who have a child in Kindy, PP, Year 1 Year 2 and/or Yr 3 in 2015.

- A follow-up survey to follow presentation.

- Feedback collated at Board level.

- Summary of feedback to be disseminated to community via a letter from the Board.

- Final decision to be made by the end of Term 3 2015.

- Decision of the Board to be communicated to parents.

- Term 4 2015 - 1:1 Boot Camp Year 4 2016.

- Feb, Term 1 2016 - Support and Launch of 1:1 MacBook Program
Here at St Emilie’s we are all about creating and maintaining highly effective learning environments that are responsive to the needs of learners in a complex and changing world.

With greater access to real-time information, digital learning resources, educational software and collaborative workspaces, students have the opportunity of experiencing higher levels of motivation and engagement in their learning.

Typically students experience initial improvement in areas such as organisational and technological skills, revision, writing and editing work.

With the development of presentations and other multimedia projects, students experience subsequent improvement in presentation and speaking skills as they are given more options to present their learning.

Involvement in ‘virtual workspaces’ creates opportunities for collaboration and communication, improving relationships in the classroom through a greater level of interaction between students, their peers and their teachers.
A networked environment, where it is easy to share developing work and research with peers and teachers, is the environment students live and will work in at high school and beyond. Students working together and providing solutions to real-world problems will create links beyond the classroom and move levels of thinking beyond a simple knowledge framework to complex analysis and evaluation.

Increased levels of learning both in and out of school with an emphasis on higher-order thinking, creative thinking and expression will be promoted.
Professional Development

Improving student learning is at the core of any school professional learning strategy. Professional learning is a priority here at St Emilie’s. We have a comprehensive ICT professional learning program that develops teacher skills and confidence, and most importantly, helps teachers apply new pedagogies to new technologies.

PD opportunities in our school –

- help teachers stay focussed on teaching and learning and drive continuous improvement
- develop teachers’ ICT skills
- develop teachers’ understanding of integrating ICT into learning and teaching
- support change to drive whole school improvement
- identify ‘teacher champions’ to lead change
- build teams of teachers with complementary skills and level of expertise.

Measuring Success

How will we measure our success?

- Staff are well prepared and professionally developed
- Parent questions and concerns are addressed in a timely and supportive way
- Students, parents and staff are very clear about the vision and the benefits of a 1:1 program and their roles and responsibilities
- There is a close relationship with our IT Support persons – Winthrop and CEWA
- There is high student engagement in learning
- There are improvements in student learning
- There is evidence of integration of technology across learning areas
• All stakeholders understand that the device is a powerful tool to be used to enhance learning however they also understand that tech is only as good as the teacher that is planning for its use.
• Technology is understood as one part of a much bigger learning environment
• Appropriate procedures and protocols for responsible technology use are in place and clear to all stakeholders

Our Beliefs

At St Emilie’s we believe that:
• All students can learn and technology used wisely, supports quality learning
• Student-centred learning is an essential element of learning in the 21st century
• Effective and sustained professional development is key to the success of a quality learning environment
• Technology is a tool that and just one part, albeit and important part of a quality learning process.
• Other effective pedagogical strategies need to work in tandem with technology.

Why 1:1 technology in the education of our children?

Australian Curriculum and ICT

The Australian Curriculum clearly details how students are expected to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. This involves students making the most of the digital technologies that are available to them and adapting to new ways of doing things as technologies evolve.
The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use.

To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences, in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

**Reason 1. Expansion of time and place**

Technology is no substitute for an inspiring teacher, however, quality, interactive online materials are far more available than ever before.

Bottom line: Connected technology allows learning anywhere, anytime, opening up learning opportunities beyond the four walls of the classroom.

**Reason 2. Depth of Understanding**

Interactive simulations and illustrations can produce a much greater depth of understanding of a concept. When virtual manipulatives are used in a classroom setting they can go far beyond chalk and talk.

Using a Mac and an appropriate program or application, the teacher can conduct onscreen investigations and demonstrate concepts far more easily than with just words or a picture in a book. Because the students have access to the same tools over the web, they can reinforce the ideas by experimenting with the simulations themselves, anytime, anywhere.

**Reason 3. Learning vs. Teaching**

Technology allows the tables to be turned. Instead of teaching (push), students can be given projects that require them to learn (pull) the necessary material themselves. Key to this is the ability to get the information they need anytime, anywhere. This project-based ‘pull’ approach makes learning more interesting for the student, and enables the teacher’s role to be more learning facilitator and guide. Skills required of
21st Century learners are enhanced as they move towards increasingly self-directed learning.

In addition, having a 1:1 situation in a classroom means that teachers can reliably plan for their use throughout the day according to the needs of students, rather than when the device is available on the timetable.

**Reason 4. New media for self-expression**

In earlier days, students would write in a notebook, and what they wrote was seen only by the teacher. Using modern technology they can: make a presentation, record/edit the spoken word, use digital photography, make a video, run a class newspaper, run a web based school radio or TV station, produce an animation, compose digital music on a synthesizer, make a website, create a blog and more, all of which can be shared with an authentic global audience close to when the learning occurred, including parents, who can benefit from far greater involvement in their child’s education.

**Reason 5. Collaboration**

A vital skill in the new digital world is the ability to work collaboratively on projects with others who may not be physically close. This can best be done using tools such as the collaborative web platforms, learning management systems, and video conferencing environments; and the power of online creative tools is increasing constantly. Rather than labouring alone on homework, students can work in small groups wherever they happen to be and at any time.

Many university projects are now undertaken by teams spread all around the world. Workplaces teleconference in real time. Students are beginning to prepare for this change when they leave school.

**Reason 6. Going Global**

The worldview of the student can be expanded because of the zero cost of communicating with other people around the globe. The Internet permits free video conferencing which permits interaction in real time with schools in other countries.

From an educational viewpoint, understanding other cultures through direct dialogue and collaboration is a wonderfully rich way to learn.

**Reason 7. Individual pacing and sequence**

Students are, of course, all different. Information technologies can permit them to
‘break step with the class’ and work at a pace and in an order that suits that student more effectively.

Without disrupting the class, they can repeat difficult lessons and explore what they find interesting. In time, it will become more like having a private tutor and opportunities for giving more valuable and timely feedback will be increased.

**Reason 8. Personal Productivity**

Students need productivity tools for the same reasons we all do. They need to write, read, and communicate in a range of formats and contexts, organise and schedule.

**Reason 9. Financial**

Financially, all schools find the cost of supporting a quality ICT platform in their school very challenging as they annually budget for: hardware, software, ICT technical support; staff professional development costs; Wi-Fi upgrades; leasing of devices; upgrade to spaces and so on. A 1:1 program would assist in school budgeting, particularly once all three classes have rolled out a device from Years 4-6.

**Why the Mac as a device?**

- Every staff member has been using a Mac here at St Emilie’s since Feb 2013 so teacher confidence and proficiency is high.
- We have had Macs available for classroom use since Feb 2013 (COW 1) and the second since March 2014 (COW 2). Students feel confident and are proficient using the Macs.
- Multi-media capabilities – camera, video and voice recorder – offer great opportunities for creativity and sharing.
- Students have the ability to publish, inform, entertain and collaborate with a wide audience.
- The quality programs that come with the device that allows quick access to information which in turn allows students and teachers to pursue areas relevant to classroom learning and Australian Curriculum content easily.
- A long battery life means the Macs can be used throughout the entire school day.
- There is anywhere, anytime access to current information that contains text, sound, images and interactivity.
- Light and portable, easily carried in the school bag to and from various classes when required. Coupled with a sturdy aluminium chassis the Macbook Air is durable enough for the rigours of
everyday use and easy for students to manage. The 11in MacBook Air weighs in at just 1.08kg.

- The Mac is seen to be an intuitive device with minimal technical support required.
- The Mac facilitates the use of individual, paired, small group and large group work easily.

The MacBook Air provides flash storage as the media for saving and accessing work from the local device. The benefits of this type of storage media are as follows:

Reliability – traditionally all laptops have used a magnetic storage profile to save documents. This type of storage while reliable, is somewhat prone to damage because the device has moving parts that if slightly damaged will result in total loss of data. Since flash storage has no moving parts to read/write, the laptop can be moved and transported with a much lower risk of data loss and internal parts damage.

Speed – a significant feature is the speed at which the computer reads/writes data to the flash media. This results in a very fast load time for applications, opening documents and load times from both power off and standby modes. Less time waiting = more time working.

Efficiency – linked with the two advantages above the media allows students to be more efficient. That is with no moving parts and very fast read/write times, students spend less time waiting for the device to load while at the same time allowing the battery life to be significantly improved.

Technical Benefits - the technical benefits of flash storage are significant. Firstly, there is a much lower rate of failure with this type of media storage. As a result the overhead time of transferring data and backing up data is significantly lower.

Curriculum Benefits – overwhelmingly the most noticeable effect will be the time saved in the classroom for loading times in applications. This translates directly to more teaching time in the classroom and less time ‘hanging’ (the laptop freezing reading large files). This aspect of the laptop, as outlined above, provides significant improvement over existing technologies. Devices such as iPods, iPads and iPhones in the past have used this technology with time-tested results.
Device Specifications

Purchasing Options

• The school will purchase the Macs under a Master Lease Agreement allowing us to take advantage of education pricing. This means that we are able to spread the cost of the lease of the device over 3 years.

• Macs leased through the school’s master lease include:
  • A sturdy cover, essential for the protection of the Macs, particularly in transit.
  • AppleCare warranty and support, which gives warranty for the term of the lease and unlimited phone support on using the device.
  • Insurance cover for accidental damage and theft.
  • A comprehensive suite of programs and apps – schools are able to take advantage of volume pricing when purchasing educational software.

Payment for the Macs will appear as an item on parent school fees.

Technical Considerations at Home

• Wireless access at home – this is not essential but to allow the Macs to access the internet a home wireless network is required. This is usually provided by a wireless router.
• An Apple ID will be needed for use with the Macs to download apps and update. Please be aware that you need to be at least 13 years old to sign up for an Apple ID so parents need to do this and have control over the password.
• Personal apps, games, music etc can be downloaded onto the Macs – parents have control over this as it requires the use of the Apple ID and password.
• Backing up of data on Macs – this is a family responsibility through iTunes or iCloud or using the external backup drive.
• Parental restrictions – can (and should) be placed on the type of apps and content that can be downloaded.
• Should the 1:1 Macs program commence next year, these points will be discussed in further detail leading up to deployment.
Other Considerations

Digital Citizenship

- St Emilie’s will play a proactive role in supporting parents to oversee their child’s usage of their device. Parents will be expected to work in partnership with the school to ensure that their children are respectful users of the internet and the technology at home.

Security

- Restrictions to the Macs can and need to be implemented by parents. St Emilie’s will run a Parent Boot Camp Workshop late in 2015 to explain the procedures and protocols involving internet security and issues related to digital citizenship.

Financial Assistance

- Families who may need to arrange a personalised plan in regard to the payment of school fees (this includes the 1:1 fee) are asked to
schedule an appointment with the School Bursar and the Principal to confidentially discuss possible options.

**What about the rest of the school?**

COW 1 – the lease expires at the end of 2015. The existing bank of Macs (COW 2) will be available to the rest of the school (lease expires Jan 2017). All classes from Yr 1 -6 have 8 ipads per class (iPad lease expires Jan 2017). K-PP have 4 ipads per class.

**FAQ**

1. **Why the focus on ICT and Macs at St Emilie’s?**

The new Australian Curriculum requires students to develop a sound ICT capability in order to appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school as ethical global citizens.

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

One of the primary reasons for a 1:1 program is to allow teachers to modify and differentiate the curriculum for individual students and groups of students. This means that a child’s learning can become far more personalised to their specific needs.

Macs as a tool, are fast and intuitive, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They give students the opportunity to transform the ways that they think and learn and give them greater control over how, where and when they learn.
2. What is the current situation?
We currently have 2 shared trolleys of Macs, with shared across Years 3-6. The Macs are always in demand by classroom teachers and by specialist classes, resulting in each class having limited access.

In a 1:1 program teachers can rely upon each child having their own device during learning time. Specific programs and tasks that meet a child’s needs can be set up and settings maintained for your child.

It is cost prohibitive for schools to be able to fund a device for each student, which is why parent funded programs are now being rolled out in primary schools and high schools in Australia and across the world.

3. Why 1:1 with Year 4-6 children?
Our younger students from K-Yr3 have access to banks of iPads (and the Apple TV) which introduce them to a variety of technological skills and ideas. The iPads are used as part of group rotations for literacy and numeracy skill development, and they use them to record and to create. In the Early Years we have an emphasis on developmental play and immersing children in rich opportunities for developing important social/emotional skills and good oral language and while technology can and does play a role in this, it is not as visible as it is in the older year levels.

Students from Years 4-6 are old enough to be able to manage their own device with the support of their class teacher. Having access to their own individual device gives students opportunities to maximise learning opportunities by always having the device available. They will be able to use the same device at school and at home. The Macs work best as a single user device and they provide opportunities for personalised, student-centred learning. Your child having their own device also allows for a level of parental involvement in learning not previously possible.

4. Why are you not proposing iPads?
For getting a 1:1 initiative started, Macs were introduced in 2012 and staff and students are very familiar and confident with using them.

The Mac runs a fully-fledged desktop-style operating system, built for power and flexibility compared to the iPad's mobile operating system, built for simplicity, convenience and mobility.
We believe that our choice of a desktop environment will allow our students the flexibility to access, create, and communicate far more broadly than on a mobile device, which is limited by the presence or absence of "an App for that."

In short, we wish to empower students to think bigger and create better!

5. Why is the program only for Year 4 in 2016?
This helps us to stage the rollout slowly and methodically, ensuring that there is adequate support for teachers, students and parents as they adapt to planning, using and managing the new technology with a whole class of students.

6. What ICT devices will years 5 and 6 have access to in 2016?
Students will still have shared access to a bank of leased MacBooks and iPad bundles.

Teaching and Learning

1. How will we know how the Macs are being used in the classroom?
By implementing a 1:1 Mac program your child will be bringing their Macs between home and school on a daily basis. This provides unprecedented access to your child’s learning and affords you as parents the opportunity to become more actively involved in your child’s education.

2. Will my son/daughter stop writing?
No. The development of fine motor and handwriting skills are still considered important. While Year 12 exams continue to be handwritten, handwriting will continue to be taught in primary schools. But who knows into the future?

3. Have teachers been trained on how to use the Macs in the classroom?
Teachers at St Emilie’s have had, and will continue to have, access to rich and ongoing professional learning opportunities and support from many internal and external sources. We consider teacher knowledge, understanding, skill, vision and openness to being a life-long learner vital to the success of a 1:1 program.
4. **What programs/apps will be required and who will pay for them?**
   The school will identify a core set of programs and these will be loaded onto each device prior to coming home.

5. **Can the apps be installed on other Macs, iPhone or iPods?**
   Apps purchased by the family become the property of the family and can be loaded onto any other device that uses the same Apple ID. Most Mac Apps can however, only be used on Macs, not IOS devices.

6. **Will my child be able to install other apps/programs and games?**
   No, the purchase and installation of all apps, games, music etc must be made with an Apple ID, which requires a password. The owner of the Apple ID must be at least 13 years of age and it is expected that this is a parent.

   Parents therefore have control and security over the Apple ID password and what is installed on the Macs. Music and movies are allowed for academic and recreational reasons, provided copyright obligations and ratings are met and that parents take full responsibility for this process.

   Downloading music, games and videos from the internet during school hours is prohibited unless directed by a teacher.

   If software is required by a class for academic purposes, the school will purchase licences and make arrangements for the installation of the software for student use.

7. **Will students be able to store music on the Macs?**
   Yes, students can store their music on the Macs. Again this requires the use of the Apple ID which the parent must have control over.

8. **What happens if inappropriate apps/programs or music are on the Macs?**
   Each day the child’s Macbook will connect to the school wifi. ICT staff are able to scan macs for inappropriate use, and staff will contact parents directly if any apps, programs or music on the Macs are deemed inappropriate and ask for these to be removed. Parents and staff will work together to ensure that our St Emilie’s ICT Policy and Conditions of Use Policy are respected and adhered to. Educational applications will be considered the priority on the Macs and the school reserves the right to request that any games or apps which interfere with learning, or with the running of the device be removed.
9. **Will students be able to use Facebook on the device?**

Users of Facebook have to be 13 years of age or older, therefore Facebook is not be used on the device. Access to Facebook will be blocked at school.

10. **Will students play on the MacBooks during breaks instead of going outside to play for recess?**

No, Macbooks are for use during teaching and learning time and during breaks students will go outside to play. From time to time, under teacher supervision, students may be permitted to use their laptop to complete work during a break time.

11. **How much time will students use the laptops in the classroom?**

The amount of time the MacBooks will be used will vary from day to day at the discretion of the teacher and depending on the task involved. The amount of use depends on individual student need, as well as the learning activity or project at hand. There is the potential to use the MacBooks for all subject areas including specialist subjects such as Science, Health, Cultural Studies and Music. However, teachers will decide when and how much the laptops will be used within any given lesson and per week based upon individual and classroom needs.

Parents can be assured that the mac will be used as part of a ‘balanced diet’ to maximise their child’s educational outcomes, without compromising the development of other important learning opportunities and skillset.

The use of laptops in lessons is very task-specific, some tasks lend themselves to the use of the laptop, others don’t. This means that the laptops come out when and if required.

The MacBooks will provide additional support for student learning, and therefore students will be supervised, as they would be for any learning activity. The issues of screen time limits,
Device Usage

1. Will students be able to use the devices at recess and lunchtime?
Students are encouraged to be active and socialise during break times, and the potential for damage increases, therefore the use of the Macs will not be allowed during these times.

2. Will my child’s Internet usage be monitored at school?
The school has an internet filtering system that aims to inappropriate material reaching the students.

Students can expect their MacBook to be periodically inspected and monitored for appropriate usage. School personnel may request access to the browser history and/or caches as well as any and all files belonging to the student as well as stored on the school’s server. Students and parents need to be aware that files stored locally or on server sites are not private.

Teacher vigilance and student reporting will also be important in monitoring student usage and behaviour online, and student education has and will continue to reinforce expectations and strategies for appropriate and safe behaviour online.

Students can and do occasionally come across inappropriate content. We believe that providing them with strategies to deal with such occasions in a safe and supportive environment is preferable to them dealing with the issue in unsupported circumstances.

3. How will the school regulate student use of the Internet at home?

The school is unable to regulate student internet usage at home, which means that parents need to remain vigilant and informed and have good family rules in place. We encourage parents to be aware of what their child is doing on any Internet enabled device (computer, Macs, iPhone, iPod) and strongly encourage the use of these devices in family areas only (not in private areas such as bedrooms). We will discuss ways that families can regulate student use at the Parent session next year.

4. How much time will my child spend using the Macs each day?
The Macs are a tool to be used at the discretion of the teacher throughout the day.

With any learning experience, the teacher is best placed to decide which tool will be most effective in meeting the intended learning outcome. Macs are not intended to be a replacement or a substitute for any of the
more conventional tools teachers have at their disposal. It is the school’s belief that any well-rounded approach to education involves balanced access to a variety of tools. Macs simply increase the number of tools at the teacher’s disposal and are only used when they are the best tool for the job.

**Payment and Purchase**

1. **Do I have to pay for the Macs?**
   If the decision is made to go ahead with the 1:1 initiative, yes. The Macs will be provided to the students at the start of the year and the leasing costs will be included on term fees across three years.

2. **What happens if the device is damaged, lost or stolen?**
   An insurance excess applies to each claim which must be paid by the parent before the device can be repaired or replaced. The school will provide access to a device in school while the Mac is being repaired.

3. **Is a case included?**
   A case for the Mac is included in the cost and to protect the Macs it should remain in the case at all times when not being used.

4. **Can I purchase the device upfront?**
   No.

5. **My child already has a Mac. Can they use this?**
   No. We will be leasing new 11inch Macbook Airs. Home MacBooks are not configured to the school network, can be a source of viruses and are often not enabled with the licensed software. Home MacBooks may not be licensed to use the school image and maintenance issues may not be resolved in an appropriate time frame.

**Technical**

1. **What is the weight of the Mac?**
   The Macs weighs 1.08 kilos without a cover. A cover will add additional weight but is essential for the protection of the device. Thus the Mac is light enough to carry home each night.
2. How do we backup the data and apps on the device?
Data on the device can be backed up via iTunes on a computer at home or via Apple’s iCloud service over the internet or on the hard drive that comes in the bundle. Information on backing up the Macs will be covered next year in a parent information session.

3. How will it be protected from damage to and from school?
Students must keep the Macs in its case when travelling to and from locations. Care of the Macs to minimise damage is another area that will be covered at the Boot Camp.

4. Will the battery last all day?
The Macs has an a 9 hour battery life which is more than adequate for a day’s use in the classroom. There is an expectation that the Macs will be will be charged at home overnight and bought to school fully charged each day.

5. What happens if the device stops working or if a student forgets to bring it to school?
Although the computers selected will be robust and reliable, the reality is that sometime things will go wrong. All laptops are covered by a three year warranty. Any hardware fault is covered under this warranty. More importantly, the school will have a small bank of laptops that will be swapped in and out of service when a computer requires a repair.

Macs purchased under the school lease will be covered by the AppleCare warranty. If the device stops working, then the student will be provided with a loan Mac (for at school use) while the school assesses the issue and if need be, has the Mac repaired or replaced under the warranty.

What happens if the child’s laptop doesn’t work during the school holidays?
They can take it into any Apple store for warranty repair. If it’s damaged however, they will need to wait until the school is opened before proceeding.

What if a Mac breaks down in term time?
If a Macbook breaks down in term time, families bring the device to school. We log the job through the Winthrop portal WASP. They then
action it from there. If a $150 excess payment is needed for insurance, the parent must pay WASP directly.

**Are the computers covered by insurance for damage, loss or theft?**

Insurance will cover the laptop from all non-warrantable damage, loss or theft at school, home or in transit. Any replacement of a laptop will be on a like for like basis. A standard excess of $150 applies.

**With the warranty, is it our responsibility to deliver the machine to the supplier for repair?**

No. The school will make arrangements for this.

**What happens when a student leaves the school?**

Like a library book, the student will be asked to return the MacBook and as a new student arrives they take on the remaining lease.

**What happens when the laptops are 3 years old?**
The MacBook is returned to the school.