LIHIR INTERNATIONAL PRIMARY SCHOOL
ICT and Responsible Use of Computer and Conditions of Use Policy
(Version September 16)

Rationale:

The Queensland Department of Education and Training *ICT Expectations for Students* identify the ICT knowledge, understanding, ways of working and skills that students in Queensland state schools are required to have the opportunity to develop from Prep to Year 12. The *ICT Expectations for Students* are used to develop and consolidate curriculum understandings across learning areas at Lihir International Primary School. This document is to be read in collaboration with the Queensland Department for Education and Training, *Advice for State School's on Acceptable Use of ICT Facilities and Devices.*

Aims

- To establish developmental guidelines with a logical progression based on the *ICT Expectations for Students* to track the development of ICT skills from K-7.
- To ensure the availability and suitability of the resources.
- To establish responsibilities and procedures that promote effective, safe and legal practices.

Implementation

- The school undertakes a commitment to provide appropriate physical and financial resources to facilitate the successful incorporation of ICTs throughout the curriculum.
- The school will also promote and support the skills development of both students and staff.
- The school will ensure compliance with Newcrest Mining LTD and legal requirements.
- The school staff will integrate ICTs throughout the curriculum as per the *ICT Expectations for Students.*
- Teachers in years 3, 5 and 7 will complete ICT tracking sheet (Appendix II) to track the development of student ICT skills at the end of each year.

Responsible Use of Computers

Individual users of the school computer networks are responsible for their behaviour and communication over those networks. Students will comply with Newcrest Mining LTD and school standards and will honour the *ICT and Responsible Use of Computer and Conditions of Use Policy* they have signed. Lack of compliance may result in loss of access, disciplinary consequences and possibly legal action. This document has been developed to inform users of their rights, responsibilities and obligations when using computer and internet resources, consistent with Education Queensland and Newcrest Mining LTD requirements that all such resources are used in an **ethical, legal and responsible manner**.

The requirements and rules set out below apply to all Lihir International Primary School technology resources. Please read this document carefully. Each student and his/her parent/legal guardian must sign the *ICT and Responsible Use of Computer and Conditions of Use Policy* consent form (Appendix I) to confirm that they understand the requirements of responsible use and the potential consequences of a breach of this policy.

Permitted Use of Technology Resources

Students must only access Lihir International Primary School technology resources for schoolwork. Students must not:

- buy or sell items or services over the internet;
- access or enter chat rooms;
- access, post or send inappropriate internet or email content, especially content that is illegal, dangerous, obscene or offensive;
- amend documents created by another student without that student's knowledge and consent;
- download, install or use unauthorised computer programs;
- deliberately install computer viruses or other malicious programs;
- gain unauthorised access to any system by any means;
- use technology resources to attack or compromise another system or network;
- access or intercept emails sent to other persons.

Confidentiality and Cybersafety

Students should be aware that material they post on internet sites (including Facebook and other social media sites) is public. The content of public posts may have personal implications for students if, for example, potential employers access that material. The content of posts also reflects on our educational institution and community as a whole. Once information is on the internet it may not ever be possible to remove it.

Students will not display personal information about themselves or others in a way which is public. For example, students should not post their own or anyone else's address, telephone number or other personal details on the Internet or communicate these details in emails. Students will not distribute someone else's personal information.

Where disclosure of personal information is made through authorised avenues (e.g. by the use of email or an official website), users should be aware that invasions of privacy may sometimes occur and it is outside Lihir International Primary School's control to prevent such instances from occurring.

Students should be aware that persons on the Internet might not be who they say they are. Students **must not** arrange to meet persons who they have met on the Internet.

Cyberbullying and Defamation

Students must not use email or the Internet to say mean, rude or unkind things about other people or send threatening, harassing or offensive messages. Improper use of technology resources could amount to defamation.

Security

Students must not use another person's name and password to access resources.
Students must report a suspected breach of security to a teacher or parent immediately.

Copyright

Information on the internet it is not always freely available - copying or downloading material from the internet may be a breach of copyright or other intellectual property rights. Students must not use Lihir International Primary School technology resources to copy, download, store or transmit any such material that may include music files, movies, videos or any other form of media.

Consequences Following a Breach of this Policy

A breach of this policy will be taken seriously and may result in disciplinary action. Examples of possible consequences range from loss or restriction of access to technology resources, to formal disciplinary action for breach of the school discipline policy. Cases of serious, deliberate, and/or criminal breach will be referred to external authorities and may result in civil or criminal proceedings.

LIHIR INTERNATIONAL PRIMARY SCHOOL
ICT and Responsible Use of Computers and Conditions of Use Consent Form

This *ICT and Responsible Use of Computers and Conditions of Use Policy* Consent Form must be signed and returned prior to students being granted access to the Internet and other information and communication technology resources.

Parents/Legal Guardians are encouraged to review and discuss the contents of the Responsible Use of Computer and Internet Resources policy with the student and answer any questions that they may have. Any queries in relation to this material should be directed to the school principal

By signing this Consent Form, both Parents/Guardians and students are agreeing to the terms of access as set out in the *ICT and Responsible Use of Computer and Conditions of Use Policy* and acknowledge they will be responsible in the event of any breach and that appropriate disciplinary steps may result.

Student Acceptance

I agree to comply with all requirements as set out in the *ICT and Responsible Use of Computer and Conditions of Use Policy* and all other relevant laws and restrictions in my access to the various information and communication technology resources through the Newcrest Mining LTD and school network.

NAME: _____ CLASS: _____

SIGNATURE: _____ DATE: _____

Parent/Guardian Consent

As the Parent or Legal Guardian of the student named above, I grant permission for them to access the various information and communication technology resources (including email and the internet).

I understand that access is granted to student subject to the restrictions contained in *ICT and Responsible Use of Computer and Conditions of Use Policy* and that if breached, consequences may follow.

I acknowledge that some material available on the Internet may be objectionable and that in addition to the *ICT and Responsible Use of Computer and Conditions of Use Policy* statement, I have discussed appropriate restrictions for the student when accessing or sharing information or material over the Internet.

NAME: _____ DATE: _____

SIGNATURE: _____

Student ICT Expectations – To the End of Year 3 (Appendix II)

Key learning area	Implemented in Year 3 to end Term 4 2016 (tick)
Inquiring with ICT	
Use ICT in the processes of inquiry and research	
• know that a search engine can be used to locate information on topics of interest	
• identify where information can be located from safe online resources	
• suggest key words for class Internet searches	
• conduct simple Internet searches for information using a common search engine	
• navigate digital resources relevant to an inquiry	
Reflect on the value of selected ICT in the inquiry process	
• reflect on the benefits of ICT in meeting the inquiry purpose	
• consider how useful the information was to their purpose	
Creating with ICT	
Select and use ICT to create a range of products to suit the purpose and audience	
• use digital tools to create personal products and explore different ways to change and refine creations	
• produce representations of concepts, ideas and experiences using digital tools including painting and drawing software	
Reflect on their use of ICT as creative tools	
• reflect on the use of digital tools to refine creations	
Communicating with ICT	
Explore different digital media to communicate and collaborate	
• now that ICT can be used to communicate meanings in different situations	
• read and write simple email messages to a known audience participate in online events via the Learning Place e.g. Online Literature Festival	
• participate in collaborative online projects e.g. book raps, travel buddies	
• interact with presentation software and understand its value in enhancing communication	
• use images and sounds in presentations	
• use word processing software to convey messages and meanings for specific audiences	
Apply standards and conventions when using ICT to communicate	
• correctly compose an email, including recipient address, subject, greeting and closing	
• understand that editing tools in word processing are used to improve the quality of text for improved communication	
• use word processing software to apply basic formatting conventions such as bold, italic, underline, font size and style for the intended audience and purpose	
• use editing processes and tools such as spell check to improve the clarity of digital	
• communications	
Reflect on their use of ICT and identify ways to improve their effectiveness of communication	
• consider the purpose of email	
• reflect on the purpose of combining sounds with images to enhance communication	
• consider the benefits of participating in an online chat	
Ethics, Issues and ICT	
Use ethical, safe and responsible practices when working with ICT	
• understand safe and responsible ICT practices	

• are aware of ethical and unethical ICT communications including appropriate choice of language in emails	
• understand that the Internet can be a place for sharing material; and that it is not appropriate to copy large amounts of information	
• recognise the significance of private passwords and use and maintain passwords for access to files and school network	
• relate stranger danger to online environments and understand why access to certain websites is restricted	
• show an understanding of netiquette by using positive social skills and considering others while online	
• understand the importance of correct posture while working at the computer	
• comply with school expectations and protocols when using ICT	

Reflect on how ICT are used in the community and identify ways they can impact people

• reflect on individual use of ICT to ensure personal safety and information security	

Operating ICT

Operate ICT efficiently and safely

• locate keys on a keyboard and operate major keyboard functions	
• Log on to the school network using a keyboard and mouse	
• log off and shut down a computer after use	
• use and manipulate the mouse including 'click and drag'	
• identify and use correct terms to name visible system components such as keyboard, monitor, screen and mouse	
• demonstrate awareness of correct posture, reach and need for comfortable vision	
• safely handle DVDs/CDs and USB devices and insert them into the appropriate location	
• connect and disconnect devices with care	
• identify the function of some ICT devices such as a digital camera and printer	

Navigate software and virtual environments

• recognise and select features from options on a toolbar, including select, copy, paste, font, bullets and numbering	
• understand the function of home pages, hyperlinks and navigation bars in websites	
• follow hyperlinks to view web pages	
• select and use navigation features in interactive stories, learning objects and teacher-selected websites	
• engage with software for word processing, concept mapping, drawing and creating presentations	

Use ICT to manage, store and retrieve information and data

• identify places and devices for storing data	
• save digital work regularly while working	
• use 'Save' and 'Save As' intentionally	
• save and retrieve files to and from specific locations	
• understand that data can be transferred between devices	
• create, name and rename folders	
• follow a simple folder structure	

Reflect on operating ICT

• describe the importance of logging off the computer	
• discuss the need to save while working	
• describe known keyboard functions	
• contribute possible solutions for solving common computer problems	

Student ICT Expectations – To End of Year 5 (Appendix II)

Key learning area	Implemented in Year 5 to end Term 4 2016 (tick)
Inquiring with ICT	
Use ICT in the processes of inquiry and research	
• conduct simple Internet searches for information and digital content	
• select and use ICT appropriate to the inquiry including online and database formats	
• apply useful keywords and phrases when searching for information online	
• use digital concept mapping to organise ideas and information into main ideas and supporting details	
• identify the inquiry focus of an investigation and match the appropriate digital information sources	
• evaluate data and information gathered for usefulness, credibility, relevance and accuracy	
• reference valid sources of information	
Reflect on the value of selected ICT in the inquiry process	
• reflect on how ICT sources and tools have assisted their inquiry	
• compare different ICT sources for credibility	
Creating with ICT	
Select and use ICT to create a range of products to suit the purpose and audience	
• plan, create and refine digital products for specific purposes in a range of KLA related contexts	
• combine their own text and/or images with imported materials to create products	
• design and create a multimedia presentation combining text, animation, graphics and sound	
• create simple digital concept maps when planning to create products	
• use ICT tools to repeat design elements to create patterns	
• demonstrate ownership of digital work by naming, sharing and discussing products and gathering feedback	
Reflect on their use of ICT as creative tools	
• articulate the benefits of creating a digital product	
Communicating with ICT	
Explore different digital media to communicate and collaborate	
• compose email to suit the purpose and audience and use electronic address list to communicate with groups	
• use a range of online communication tools to share ideas and information	
• participate in collaborative online projects with peers and online experts	
• use digital concept mapping tools to present ideas and show relationships between main ideas and supporting details	
• use spreadsheet software to present data and communicate findings	
• use word processing, publishing and presentation software to convey messages and meanings for specific audiences through text and images	
Apply standards and conventions when using ICT to communicate	
• use correct conventions of the email genre when composing and sending messages	
• know that digital texts can be edited to improve the effectiveness of communication	
• determine and select appropriate communication devices for particular audience and purpose	
• use editing features of software such as spelling and grammar tools to improve writing for publication	
• use consistent text and image formatting and page designs in digital products	
Reflect on their use of ICT and identify ways to improve their effectiveness of communication	
• reflect on the editing process to improve effectiveness of communication	
• consider the use of email when communicating with groups	
• reflect on the choice of software used to communicate ideas	

Ethics, Issues and ICT

Use ethical, safe and responsible practices when working with ICT

• apply codes of practice that promote safety, responsibility and respect when working in online and stand-alone ICT environments	
• identify and acknowledge the owner/creator of digital sources and cite online references consistently following agreed conventions	
• use and maintain personal passwords for access to files and school network	
• respect the privacy of others	
• understand safety strategies including those relating to stranger danger in online environments	
• use positive social skills consistently in ICT communications	
• consolidate understanding of netiquette, such as showing respect for others when communicating in online environments	
• comply with school expectations and protocols when using ICT	

Reflect on how ICT are used in the community and identify ways they can impact people

• reflect on experiences and evaluate practices in terms of being socially aware, safe, responsible and respectful	

Operating ICT

Operate ICT efficiently and safely

• have keyboard proficiency	
• independently log on and off the school network	
• differentiate between hardware and software	
• distinguish between input, output and storage devices	
• use a range of input, output and storage devices, understand how these devices work together and select the devices most suited to specific tasks	
• use a digital camera to capture images	
• use school printers to complete specific printing tasks, such as select network printer within the print dialogue box; select printing properties; load paper; change ink cartridge; check printer connection cable; connect printer to computer; and check printer properties	

Navigate software and virtual environments

• use and understand common choices within the file menu of different applications	
• navigate virtual and software environments, including learning objects, games, websites and publishing software	
• use editing features to improve drafts of writing, presentations, email and published products	
• navigate spreadsheet software to explore, record and collate data, perform simple statistical calculations, construct simple tables and graphs, change values and observe results, format data and transfer to writing or publishing software	
• use concept mapping software to represent related ideas and information diagrammatically	
• use digital photograph and movie making software	
• access Help features within programs when required	

Use ICT to manage, store and retrieve information and data

• organise and digitally store information, images, sound files and references to information sources for later retrieval and use	
• use filing systems to store and retrieve data including the use of electronic folders and files and meaningful file and folder names	
• retrieve information from a database such as a library catalogue	
• retrieve and open appropriate files from specific locations such as a network, shared and personal folders and storage devices	
• use usernames and passwords to access files stored on a network	
• consistently use backup procedures and know the difference between 'Save' and 'Save As'	

Reflect on operating ICT

• articulate the advantages of organising files efficiently	
• reflect on the choice of software to complete a specific task	
• share knowledge to correct a problem encountered while operating an ICT device	

Student ICT Expectations – To the End of Year 7 (Appendix II)

Key learning area	Implemented in Year 7 to end Term 4 2016 (tick)
Inquiring with ICT	
Use ICT in the processes of inquiry and research	
• search for data, information and digital content using a range of information sources including online communication tools such as blogs, wikis, RSS and databases	
• identify the inquiry focus of an investigation and match the appropriate digital information sources	
• efficiently search by identifying key words and concepts	
• use digital concept maps to plan research projects and curriculum tasks by analysing the topic and identifying key aspects to research	
• critically evaluate data and information gathered for usefulness, credibility, relevance, accuracy and reliability	
• reference valid sources of information and acknowledge the work of others	
• participate in online challenges or webquests	
• understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective	
Reflect on the value of selected ICT in the inquiry process	
• consider how ICT assist in developing new understandings	
Creating with ICT	
Select and use ICT to create a range of products to suit the purpose and audience	
• select appropriate devices and software to plan, create and refine digital products for specific purposes in a range of KLA-related contexts.	
• collect, combine and manipulate digital images, text and sounds when creating digital products	
• use graphic organisers and digital concept mapping tools when planning to create products	
• in the process of creating a product, use the specialised function of digital tools/ software to solve design problems	
• use digital tools to duplicate elements in creations	
• design and create an interactive website to share or present information	
• use online communication tools to gather feedback to refine products	
• recognise and acknowledge products created by others	
Reflect on their use of ICT as creative tools	
• reflect on the choice of digital tools/ software when creating and refining products	
Communicating with ICT	
Explore different digital media to communicate and collaborate	
• send and receive email messages with relevant files attached to personal acquaintances	
• collaborate online to solve problems, share ideas and communicate with people in different social and cultural contexts	
• select and use a variety of digital media to improve communication by matching tools to purpose, social context and audience	
• use digital devices to collect and share ideas and information	
• understand the purpose and relevance of text messaging as a form of communication	
Apply standards and conventions when using ICT to communicate	
• design and produce digital texts, products and online publications using styles and templates suitable for a specific audience	
• consistently use the editing features of software to improve the effectiveness of communication	
• apply agreed communication conventions and protocols and netiquette when	
• communicating online	
Reflect on their use of ICT and identify ways to improve their effectiveness of communication	

• justify the purpose for email communication	
• reflect on their participation in a collaborative online project	

Ethics, Issues and ICT

Use ethical, safe and responsible practices when working with ICT

• conform to intellectual property and copyright laws by acknowledging the ownership of digital information and developing an awareness of legislation surrounding digital theft and plagiarism	
• use responsible and respectful ICT practices reflecting accepted values including sharing materials responsibly, and respecting self and others	
• understand the difference between ethical and unethical use of specific communication tools	
• practice appropriate codes of conduct for ICT communications and consistently follow netiquette	
• understand appropriate levels of personal information disclosure for specific online environments, including managing online identity by using anonymous nicknames, avatars and private passwords appropriately	
• communicate with others online with a password protected identity	
• comply with school expectations	

Reflect on how ICT are used in the community and identify ways they can impact people

• articulate the importance of citing references and acknowledging the owners of digital sources	

Operating ICT

Operate ICT efficiently and safely

• have keyboard proficiency including the use of shortcuts for copying, cutting and pasting	
• independently use a range of input, output and storage devices for specific curriculum purposes	
• transfer and process information from one ICT application and environment to another	
• independently select and use appropriate devices for specific tasks	
• use a scanner to create a digital file from a hard copy image	
• use a digital camera, including changing image resolution and setting image effects	
• use a digital video camera to create and edit recordings	
• independently use school printers by making appropriate selections prior to printing, such as selecting the number of copies, page range and paper orientation	

Navigate software and virtual environments

• differentiate between software types and select appropriate programs to undertake specific curriculum tasks	
• select and use navigation features within learning objects, software, simulations and websites	
• use spreadsheet functions to create tables; record, sort, calculate and present data; identify trends; and to perform simple mathematical operations	
• use concept mapping software to plan projects, record ideas and organise main ideas and supporting details and to present research findings	
• use formatting, editing and layout options in word processing software to manipulate content appropriate to text type	

Use ICT to manage, store and retrieve information and data

• manage and transfer data between school and home electronic environments	
• organise electronic folders and files in a clear, logical structure enabling the efficient retrieval and saving of files	
• recognise different file types	
• know limitations of file size for email attachments	
• know the memory capacity of storage devices implement a set	

Reflect on operating ICT

• reflect on how ICT devices can be used to complete a task more effectively	
• justify the choice of using a particular ICT device	
• describe the importance of using meaningful file names	