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School Context

This policy was revised in 2011 which marks the beginning of an exciting new chapter in the role of Information and Communications Technologies at St John’s with the opening of the Centre For Creativity incorporating a new Computer Lab. It is an ongoing challenge for schools to provide up to date facilities and infrastructure in ICT and this new purpose built room and adjoining Media Room for Multi Media recording and editing is an important step ahead for St John’s. With the development and release of the Australian Curriculum, St John’s is committed to its implementation in the school. For this reason, the national curriculum context on the next page quotes directly from the ACARA website. ACARA confirms our current emphasis at St John’s on integrating ICT learning within learning areas by placing ICT competence as one of seven general capabilities which:

“are represented within and across learning areas to different degrees. Some are best developed within specific learning areas and these are explicitly included in content descriptions, with additional detail provided in content elaborations where appropriate. Others can be developed in any learning area depending on teachers’ choices of classroom activities.”

“They encompass skills, behaviours and dispositions that students develop and apply to content knowledge and that support them in becoming successful learners, confident and creative individuals and active and informed citizens.

Throughout their schooling students develop and use these capabilities in their learning across the curriculum, in co-curricular programs and in their lives outside school.”

http://www.australiancurriculum.edu.au
National Curriculum Context

In the Australian Curriculum students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

Description
Students develop ICT competence when they learn to:

- **Investigate** with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems
- **Create** with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks
- **Communicate** with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)
- **Operate ICT**: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed
- Apply appropriate social and ethical protocols and practices to operate and manage ICT.

Rationale
Increasingly, ICT permeates every area of our society and lives. Students need to be equipped with the necessary knowledge and skills to use ICT to support contemporary learning and living. ICT affords the opportunities to personalise learning and to learn both within and out of school.

An important outcome of schooling is the competence students develop in using ICT for tasks associated with information access and management, problem-solving, decision-making, communicating, creative expression, and empirical reasoning. ICT provides tools for transforming the way students think and learn as they support risk-taking and knowledge sharing; they are fast and automated, are interactive and multimodal and they also allow students to control how and when they learn. Equally important is the manner in which ICT is used, based upon an understanding of the limitations of the technology and the impact of technology on individuals, groups, communities and organisations.

Specific ICT capability requirements change according to the needs of individuals to find solutions to problems (or to complete tasks). The requirements are also dynamic and evolving because of the rapidly changing nature of ICT. It is essential that students develop perceptions and conceptions that are based on knowledge, skills and understanding of the fundamental logic and conventions that underpin ICT use and are consequently transferable from one ICT environment to another (such as from school to community to workplace).

http://www.australiancurriculum.edu.au
Belief Statement

ICT is a fundamental part of every curriculum area at St Johns Grammar School. Enriching and enhancing education across the curriculum is the focus, not the technology. Computing skills are taught to students in a meaningful context and are embedded in the curriculum. Term programs are planned collaboratively with the aim of spreading the integration of ICT’s through all learning areas across the year levels. We are committed to enabling students to learn more independently and creatively through the use of ICT’s. In our planning we find it valuable to have four areas of focus: digital literacy, digital learning, digital citizenship and digital safety. Year level ICT lessons are timetabled twice a week, one with an ICT specialist and the teacher and once with class teacher and each classroom has access to networked desktop or laptop computers. In addition, eight interactive whiteboards including one in each year level are currently operating in classrooms. These installations enable a further vital step in the integration of ICT’s in the classroom and encourage the development of pedagogies which both model and incorporate the applications of ICT in all learning areas. It is a very high priority to equip all remaining classrooms with IWB’s in the next few years. Students may choose to have a personal laptop at school. Staff access to ICT’s has also been a priority and 2011 marked the introduction of a staff laptop program, which has equipped every teacher with a laptop computer.
ASSESSMENT AND REPORTING
Students are assessed with collaboration between the specialist ICT teacher and class teacher each term. Parents receive reports twice annually and are provided with context information outlining the units of learning and assessment based on the unit outcomes for ICT.

Context statements and outcomes
Context statements and outcomes are frequently changed, usually changing considerably each year. Below are the 2011 Report Outcomes.

RECEPTION

Information and Communication Technologies
This semester the focus has been on introducing basic computing skills; logging on and off the network, saving and printing documents and using drawing tools in Kid Pix. These were taught through a series of activities from a variety of curriculum areas including Mathematics, Science and English.

Students learnt how to log on, open programs and log off the network. The Receptions became familiar with the basic tools in Kid Pix and completed drawing and typing activities each week. In Term 4 they formed shapes and were introduced to the school's intranet to research Australian Animals.

- Logs on and off the network
- Becoming familiar with keyboard, mouse and screen
- Opens Kid Pix and creates new picture
- Uses a variety of tools including adding text and numbers
YEAR ONE

Information and Communication Technologies

Students revised basic computing skills. This included logging on and off the network, saving and printing documents and using more sophisticated drawing tools in Kid Pix. Inspiration software was used to publish research for the class topic, Dinosaurs. In Term Two, students produced a timeline of their lives using Comic Life.

- Saves and opens files
- Creates concept maps with topics and facts
- Changes fonts, sizes and colours
- Inserts images from library

In Term 3 the students created a slide show on aspects of their research about Japan. This involved typing and formatting text and illustrating each theme. Transitions and sounds were added for effect. Various keyboard functions were introduced and good keyboard habits were reinforced. In Term 4 students were introduced to Bee-Bot software in a sequence of activities integrated with their classroom learning.

- Logs on and off network
- Uses the text tool to add words, changes fonts, sizes and colours of text
- Uses a variety of drawing and painting tools to create pictures
- Saves and opens pictures
- Creates slide show using saved documents
- Enters instruction sequence to move bee-bot forward, back, left and right
YEAR TWO

Information and Communication Technologies

The focus in Term One has been on publishing research on a Solar System topic chosen by each student. Many skills were developed using Notebook software to produce nine trading cards featuring images and fast facts. In Term Two the focus was on using Power Point to present a project on Heroes.

- Saves and opens files
- Researches topics using Safari and Best of the Web
- Uses formatting tools to insert images and information on trading cards
- Produces an informative and visually attractive Power Point presentation

In Term 3 students created a brochure on the Capital Cities in Australia using Word. Stories, pictures and reports were published using formatting. In Term 4 students wrote and published a short story about a favourite toy. They then wrote a script, recorded and published an e-book.

- Designs and publishes a brochure on the Cities in Australia using Word
- Produces an e-book using Powerpoint
YEARS THREE

Information and Communication Technologies

The focus in Term One has been on publishing research on a Solar System topic chosen by each student. Many skills were developed using Notebook software to produce nine trading cards featuring images and fast facts. In Term Two the focus was on using Power Point to present a project on Heroes.

- Saves and opens files
- Researches topics using Safari and Best of the Web
- Uses formatting tools to insert images and information on trading cards
- Produces an informative and visually attractive Power Point presentation

In Term 3, students linked their classroom theme of 'China' with the development of their ICT skills. We used 'Inspiration' as a starting point for the children to record their prior knowledge. Kidpix was used for the drawing of Chinese numbers and maps. Students spent time accessing the internet for their individual research projects. In Term 4, students created an interactive Web Page featuring research on the topic of Rainforests. Particular attention was paid to the visual impact of text and images as well as logical hyperlinks.

- Saves and opens files
- Arranges and presents Inspiration diagram using a variety of formatting tools
- Inserts and completes map of China using KidPix presentation tools
- Conducts efficient research using Best of the Web
- Shows improving keyboard skills
- Creates a research Web Page combining text and images.
YEAR FOUR

Information and Communication Technologies

Students published an interactive web page project featuring their own research. This project combined information, pictures, and links. The skills learnt included internet search skills, formatting, text, drawing diagrams, importing images and creating links between pages. The second project used Power Point to present their science topic of water.

- Creates new folders in logical sequence
- Changes password and understands security issues
- Creates interactive web page project on Australia using Kompozer with links
- Presents informative and visually appealing Power Point project

In Term 3 students created a Word Brochure on the topic of South Korea. They included their own business card created in Kid Pix. Special attention was made to the visual impact of text and layout. Students continued to work on touch-typing skills throughout the semester. Research skills were further developed when students accessed the World Wide Web to discover Christmas customs from around the world.

- Conducts efficient research using Best of the Web
- Uses Word to create an attractive and informative brochure
- Creates Business Card using Kid Pix presentation tools
- Shows improving keyboard skills
- Considers visual impact in use of text, images and layout
YEAR FIVE

Information and Communication Technologies

Students conducted internet research on the topic of Ancient Egypt, made notes and collected images in Word. They then published an interactive web quiz using Kompozer software.

- Locates relevant information for research using reference software
- Locates relevant information for research using Best of the Web
- Creates Inspiration diagram to plan and uses word to compile research
- Creates web page with text, images and linked pages

In Term 3 students prepared for the Goldrush Tour by completing activities using Word and conducting research for their projects. Some time was also allocated for accessing and competing in Mathletics. Students continued to work on touch-typing skills throughout the semester. In Term 4 students created a Goldfields digital video documentary based on footage taken on their Ballarat Tour.

- Edits Goldfields video using iMovie
- Composes soundtrack using Garage Band and inserts to iMovie
YEAR SIX
Information and Communication Technologies

Students conducted internet research on the topic of Ancient Egypt, made notes and collected images in Word. They then published an interactive web quiz using Kompozer software.

- Locates relevant information for research using search engines
- Creates Inspiration diagram to plan and uses word to compile research
- Creates web page with text, images and linked pages

During Semester 2 students studied a unit on internet safety. They used online resources and activities and produced a slide presentation on the topic, evaluated websites and explored the elements of good web design. They followed this by adding content and editing their class wiki pages built around the topic of environmental sustainability.

- Maintains an organised file system when saving documents
- Demonstrates touch typing progress
- Has identified and presented key internet safety issues
- Identifies elements of good web page design and contributed to class wiki page project
Previously used Outcomes

Reception & Year 1
Outcomes and Skills:

GENERAL SKILLS:
Logs on to the network
Controls mouse accurately, double clicking, highlighting
Knows the place of all letter and number keys
Knows the purpose of Spacebar, Return, Shift, Caps Lock, and Delete.
Starts & quits programs
Displays familiarity with a variety of software applications
Saves & opens files
Prints work

VISUAL ARTS: Kidpix
Uses a variety of tools including pencil & paint pot
Uses shape & line tools
Inserts stamps and animations
Uses undo & eraser
Shows creativity
Uses colours effectively

WORD PROCESSING: Kidpix & Kidspiration
Inserts text & numbers using typewriter tool
Deletes using delete key
Changes fonts, sizes, colours and styles of text
Creates a pre-knowledge concept map
Publishes research combining images and text
Formats basic text and images

MULTIMEDIA: Comic Life
Creates speech bubbles with titles and timeline descriptions
Takes photo and positions to centre of presentation
Considers readability of text with backgrounds and colours

MULTIMEDIA: Notebook
Creates sequence of pages including pictures and text on the senses
Moves and resizes pictures from gallery
Considers readability of text with backgrounds
MULTIMEDIA: Kidpix
Creates simple slide shows including pictures, sound and narration
Uses transitions and music to enhance slide shows
Considers readability of text with backgrounds

Possible Activities:

- Creating biography slide shows or comic page format
- Creating research slide shows
- Publishing creative writing slide shows
- Creating whole class song/musical slide shows
- Typing labels for pictures
- Typing and editing stories and poems
- Drawing diagrams to support published research
- Use drawing tools to investigate symmetry and patterns
Year 2 - Year 4
Outcomes and Skills:

GENERAL SKILLS:
Logs on and off of the network
Starts & quits programs
Saves & opens files
Prints work
Switches between programs
Knows the place of all punctuation keys
Knows the purpose of Shift with number keys
Uses appropriate shortcuts
Demonstrates Touch Typing progress
Understanding the importance of passwords
Awareness of data security and personal on-line safety issues

VISUAL ARTS: Notebook, Kidpix & Word
Uses all tools, including pencil & paint pot, shape & line tools
Imports images and incorporates them into documents
Resizes, formats and edits images
Exports images to be used in other programs
Uses colours effectively

WORD PROCESSING & DESKTOP PUBLISHING: Word
Types, edits and formats text
Chooses appropriate fonts, sizes and styles
Uses punctuation
Uses the Spell Checker
Uses correct text alignment
Inserts images and clip art
Uses borders effectively
Uses text colour effectively
Uses bullets for lists and dot points

INFORMATION PROCESSING: World Book online and WWW
Locates relevant information for research using reference software
Accesses WWW via school Intranet and Best of the Web
Uses search engines to find relevant information
Collates and synthesizes information
SPREADSHEETS: Excel  
Collects and enters data  
Creates simple bar, column and pie graphs  
Adds headings and axes labels  

MULTIMEDIA & WEB PAGES: Kidpix, Inspiration, PB Wiki, Kompozer & PowerPoint  
Creates slide shows combining text, pictures, digital images, sound effects and narration  
Creates a pre-knowledge concept map  
Creates a graphical plan for assignments  
Creates a Web Page map showing pages, links & content notes  
Creates Web Page projects combining text, scanned images, graphs and drawings  
Creates and updates Wiki Page as learning journal  
Links pages logically, consistently and efficiently  
Creates PowerPoint presentations to display research  
Creates PowerPoint presentations to publish creative writing  
Considers readability in presentation of text  
Considers visual impact in use of backgrounds, icons, lines, bullets, animations & images  

DIGITAL VIDEO: iMovie & Inspiration & GarageBand  
Produces a synopsis and script for a digital video  
Produces a storyboard detailing shot types, camera movement and audio  
Uses DV Camera to film video footage  
Edits raw footage to remove errors and create correct sequence of events  
Uses titles, transitions to enhance the digital video  
Creates a soundtrack to enhance the digital video  
Mixes music, narration and background sound appropriately  

Possible Activities:  
- Create tessellations using polygon tool, copy, paste and duplicate  
- Create maps with legends  
- Create diagrams with labels  
- Create logos and product designs  
- Publish stories, poems, procedures, project research etc  
- Create Newsletters  
- Create 3 fold brochures
• Create 3 fold brochures
• Create rainfall graphs
• Create graphs to illustrate survey results
• Creates research slide shows
• Creates Science experiment slide shows
• Illustrate processes and draw flow charts
• Publish creative writing E-books
• Publish a Web Page Quiz
• Publish a biography or autobiography Web Page
• Film and edit an interview
• Create a soundtrack for a short story slide show or movie
• Create a class music CD
• Create their own login passwords
• Complete on on-line course in cybersafety
Year 5 & Year 6
Outcomes and Skills:

GENERAL SKILLS:
Logs on, starts and quits programs & logs off from the network
Maintains an organised file system when saving documents
Uses shortcuts for printing, saving, copying & pasting
Switches between multiple programs
Demonstrates touch typing progress
Understanding the importance of secure passwords
Awareness of data security and personal on-line safety issues

VISUAL ARTS: Kidpix, SketchUp, Word, I Can Animate & iPhoto
Uses all tools effectively
Uses gradients, colours and patterns effectively
Uses drawing and painting tools creatively
Uses Digital stills camera to take images
Uses Scanner to copy drawn images
Edits/modifies images
Exports and imports edited images
Presents documents clearly and creatively
Adds photos into iMovie
Designs and draws sustainable house
Creates animated folk tale

WORD PROCESSING: Word
Types text quickly and accurately
Cuts, copies and pastes text
Edits and formats text using a format guide
Uses punctuation marks
Uses the Spell Checker
Inserts images and clip art
Inserts tables and graphs into documents
Inserts headers, footers and page numbers
Swaps between portrait or landscape view
Uses borders, text colour and bullets effectively

INFORMATION PROCESSING: World Book & WWW
Locates relevant information for research using reference software
Uses Intranet links to launch and refine a search for information
Uses refined search engine techniques to locate relevant information on WWW
Copies, saves & prints files and graphics from WWW
Collates and selects relevant information
Cites references correctly

**SPREADSHEETS: Excel**
Locates, collects and enters data
Uses simple formulae to perform calculations
Creates a variety of graphs with labels
Chooses appropriate graphs to display data

**MULTIMEDIA & WEB PAGES: Kidpix, Kompozer, PB Wiki, Inspiration & PowerPoint**
Creates slide shows combining text, pictures, digital images, sound effects and narration
Creates a pre-knowledge concept map
Creates a graphical plan for assignments
Creates a Web Page map showing pages, links & content notes
Creates Web Page projects combining text, scanned images, graphs and drawings
Links pages logically, consistently and efficiently
Creates and updates Wiki Page as group learning journal
Creates PowerPoint presentations to display research
Creates PowerPoint presentations to publish creative writing
Considers readability in presentation of text
Considers visual impact in use of backgrounds, icons, lines, bullets, animations & images

**DIGITAL VIDEO: iMovie, iPhoto, Inspiration & GarageBand**
Produces a synopsis and script for a digital video
Produces a storyboard detailing shot types, camera movement and audio
Uses DV Camera to film video footage
Imports photos to create a digital photo slide show
Edits raw footage to remove errors and create correct sequence of events
Uses titles, transitions, sound effects and special effects to enhance the digital video
Uses titles, transitions, sound effects and special effects to enhance the digital photo slide show
Creates a soundtrack to enhance the digital video
Creates a soundtrack to enhance the digital photo slide show
Mixes music, narration and background sound appropriately
Possible Activities:

- Creates business cards and logos
- Creates mathematical nets and 3D/perspective drawings
- Creates technical drawings with labels
- Creates "digital artwork"
- Publishes a story book for Junior Primary students
- Creates 3 fold Holiday brochures
- Creates Timelines of historical events
- Creates True or False Web Page quizzes
- Publishes a Choose Your Own Adventure Web Page story
- Publish a speech and present the slide show to the class
- Create a Times Tables results spreadsheet and graph progress
- Create a Fitness Circuit spreadsheet and graph progress
- Film and edit a 1 min T.V. advertisement for a fictitious product
- Film and edit a Music Video
- Film and edit a "Sustainability" advertisement video
- Produce a 5-10 min movie of a particular genre
- Create a soundtrack for a movie/slideshow
- Write and record a school song or rap to perform to peers and parents
- Publish a DVD of Canberra/Goldfields video footage and digital stills
- Create their own login passwords and encouraged to change regularly
- Complete an on-line course in cybersafety
- Present a Slideshow on cybersafety to Year 4 buddies
Software Overview

Below is a table showing a summary of the most regularly used software and online applications across the year levels.

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St John’s Grammar Junior School
ICT Acceptable Use Policy

At St John’s we aim to give students access to the latest technologies to enhance their learning. With the development of the wireless network and high bandwidth Internet connection comes the need to specify what is the acceptable use of these technologies. Students will have access to appropriate software that will enable them to learn, explore and develop information accessing skills.

The Network Administrator will monitor the usage of the network to maintain security and safety for all users. This will include observing students as they access the network, opening and checking files and checking the Internet usage history of users. It is important that all users take responsibility for their behaviour on the School Network. Parents also need to be aware of the expectations contained in this document.

The Acceptable Use Policy is designed to promote responsible use of Information and Communications Technologies at St John’s. General school rules for behaviour and communication will apply as well as the expectations set out below:

◊ Using the technology only for the educational task set by the teacher.
◊ Following instructions and taking care with the technology.
◊ Respecting the privacy of other people’s files, folders and documents.
◊ Obeying copyright laws.
◊ Accessing only those Web Sites deemed appropriate by staff.

**Unacceptable activities include:**
◊ Using a computer to alter, harm, copy or destroy other users’ work.
◊ Damaging computer hardware or network peripherals in any way.
◊ Downloading, installing, transferring or copying any software, including mp3s to or from the network or Internet.
◊ Viewing, copying, sending or printing offensive material.
◊ Accessing “Chat Rooms” and “Bulletin Boards”.
◊ Sharing personal information including home address and telephone number with other people on the Internet.
Any breaches of the Acceptable Use Guidelines may result in the loss of access privileges for a period of time.

Students from Year 3 upwards should sign this document after a discussion with their Parent/Guardian. Please return the signed section for each student to your class teacher. **Note:** Students will be given limited access to the Network until this document is signed and returned.

Having read this document, I agree to abide by the Acceptable Use Guidelines and I will accept the consequences for any breach of the guidelines.

Name: (Student) ................................................... Class ........................

Signed (Student) ...................................................................................

Signed (Parent/Guardian) ..........

..............................................................
St John's Grammar Junior School

Student Laptop User Policy

Introduction
St John’s Grammar School acknowledges the educational benefits of student laptops and encourages their use within the school environment. Student owned laptops provide a higher degree of access to computing resources, which may result in better learning outcomes. The Student Laptop User Policy aims to ensure the integrity of data and ICT network security by providing clear guidelines as to the acceptable use of a student laptop on the school’s computer ICT network.

The policy contained hereafter is applicable to the use of student owned and school owned laptops, whilst at St John’s Grammar School.

Students who wish to use a personally owned laptop at St John’s Grammar School MUST adhere to the Student Laptop User Policy and the Network User Policy as defined in the student diary.

Software
1.1.1. Students are expected to make responsible choices regarding appropriate use of technology and may not play games or use unauthorised software while at school. St John’s Grammar School cannot support laptops with non-standard software and students may be asked to remove unauthorised items from their laptops.

1.1.2. Playing computer games during school hours through the school ICT network is expressly prohibited and may result in consequences as outlined in the Network User Policy or as directed by a teacher. Furthermore, the laptop may be removed from ICT network access.

1.1.3. Use of file sharing (peer-to-peer) applications at St John’s Grammar School is strictly prohibited. Students found using file sharing software on the St John’s Grammar School ICT network will have their laptop access to St John’s Grammar School ICT network suspended.

1.1.4. The following software is explicitly banned from the school ICT network:
Kazaa/ Kazaa Lite, Morpheus, AOL/ AOL Instant Messenger, MSN Messenger, Lime Wire/Lime Share, Bear Share, Galaxy, iMesh, Grokster, NeoNapster/Napster, Down Load Ware, Del Fin Media Viewer, Download Accelerator Plus, GFI LanGuard Network Scanner. (This is not a comprehensive list and may be added to from time to time).

All download accelerators, file sharing programs and ICT network/port scanners are strictly forbidden.

Students should not bring illegal or inappropriate files to school on their laptop. This includes pornography, R rated movies and violent or inappropriate computer games.

Access to the school’s ICT network, either from a school owned computer or a student owned computer is entirely at the discretion of St John’s Grammar School.

Access to the ICT network is a privilege granted by the school to enhance a students learning experience, and as such may be suspended on breaches of the Network User Policy or the Student Laptop User Policy, or for other disciplinary reasons as deemed appropriate by the school.

St John’s Grammar School reserves the right to alter the terms of this policy to account for changing technologies.

We the undersigned have read and understand the Student User Policy and agree to its terms and conditions. We are also aware that St John’s Grammar School accepts no liability whatsoever for damage, theft, or loss of personally owned laptops, attached peripheral devices, or data thereupon while on school premises.

Signed:

________________________________  Date:____________
Student Name

________________________________  Date:____________
Parent/Guardian