



Wembley
Primary School

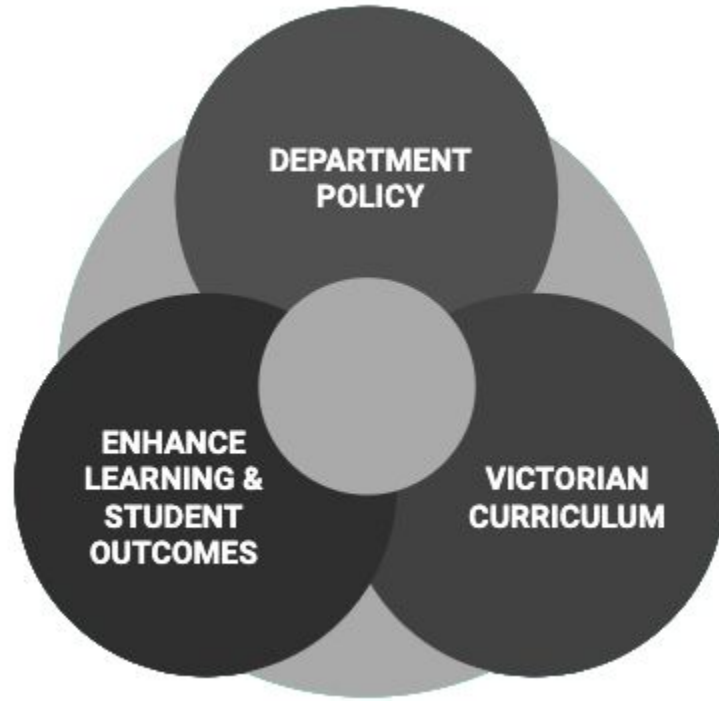
1:1 Program

Parent Information Session

Contents

1. Why technology in the classroom?
2. Technology at Wembley Primary School
3. Why a 1:1 Program?
4. How to purchase

Why Technology in the classroom?



NEW PEDAGOGIES



A fusion of proven pedagogical practices and emerging innovative practices.



ACCESS



PERSONALISATION

Embedding digital technologies into classroom practice to accelerate, amplify and add value to learning.

LEVERAGING DIGITAL



CONNECTING & COLLABORATING



REAL TIME ASSESSMENT, FEEDBACK & REPORTING



AUTHENTIC RICH LEARNING CONTEXTS



CONNECTING FAMILIES WITH THEIR CHILD'S LEARNING

DEEP LEARNING

Authentic engagement in real world challenges. It is the ability to master and leverage existing content knowledge, making links to reinterpret and create new meaning.

COLLABORATION
CRITICAL THINKING
CREATIVITY
CITIZENSHIP
COMMUNICATION
CHARACTER

CURRICULUM FRAMEWORK

STUDENTS

PARENTS

TEACHERS

EXPERTS

INDUSTRY

COMMUNITY

LEARNING PARTNERSHIPS

Changes in how relationships between students, teachers, families and community are conceived and structured.



HOME



GLOBAL



OUTDOORS

LEARNING ENVIRONMENT

A climate and culture for learning – interactive learning environments where students are deeply engaged and motivated.



SCHOOL



LIBRARIES



VIRTUAL



ACCESS

Embedding digital technologies into classroom practice to accelerate, amplify and add value to learning.



PERSONALISATION



COLLEGE
CRITICAL T
CREAT
CITIZEN
COMMUN
CHARA
CURRICULUM

LEVERAGING DIGITAL



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REAL TIME ASSESSMENT, FEEDBACK & REPORTING



AUTHENTIC RICH LEARNING CONTEXTS



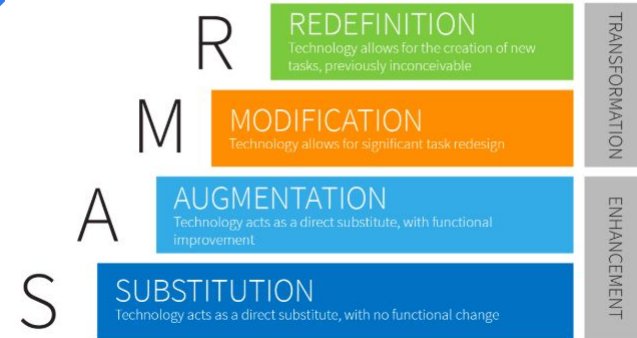
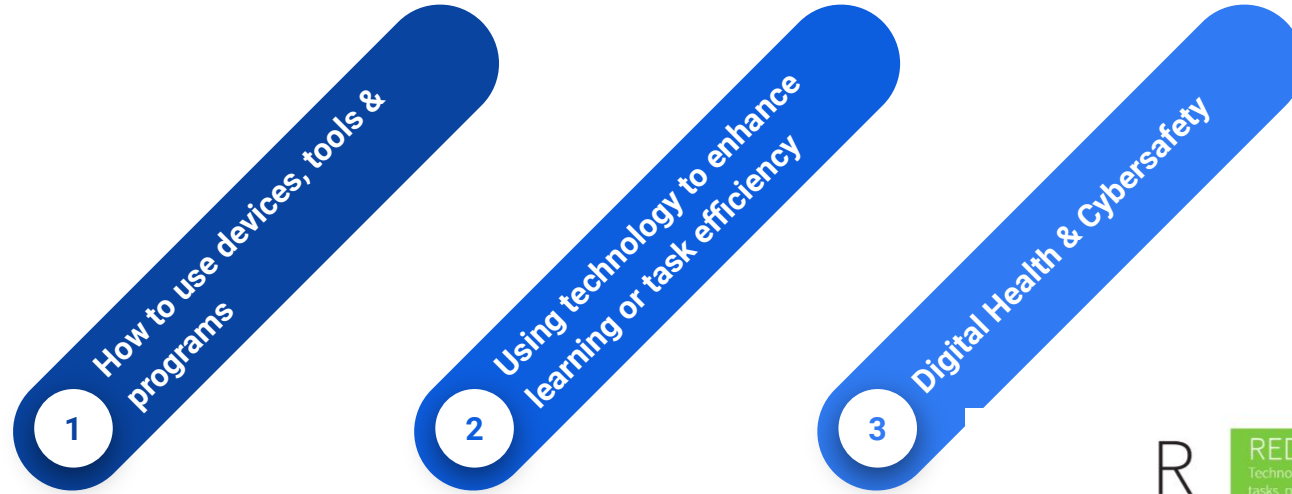
CONNECTING FAMILIES WITH THEIR CHILD'S LEARNING



Why Technology at Wembley Primary School?



TECHNOLOGY AT WEMBLEY PRIMARY SCHOOL



Examples of technology being used....

All Years

Google Classroom

Writing
6A 2019
24 students

Maths
6A 2019
27 students

Reading
6A 2019
24 students

General
6A 2019
24 students

General
5/6A 2018
20 students

Maths Skills
2018
16 students

Podcasting Club
Year 5 & 6
12 students

Enrichment Activities
2018
5 students

thunderous

silent soft noisy

thunderous

6A Default Group *	JACOB BURGOS	ELIOT COMER	LUCAS FERRIO	REUBEN FORMOSA	LEWIS GALEA	WILSON HEGARTY	ALEX LY	ELI MCKIMMING	EDEN PASSMORE	EVIE PATZWALD	SUMNER SANDERS	WILLIAM SCOTTEN	DREW SCOTT-WILLOW	BOBBY SWAN	THOMAS WALSH	OLIVIA WILLIAMS
Number of activities assigned	17	6	17	13	19	9	11	5	30	2	20	10	4	25	1	14
MG Location & Transformation																
MG Angles																
Are you ready?	88%	94%	88%	75%	100%	100%	88%	88%	88%	88%	94%	94%	88%	94%	94%	94%
Estimating Angles	70%	70%	80%	100%	100%	60%	70%	80%	80%	100%	100%	100%	70%	100%	80%	80%
Angles of Revolution: Unkn...	70%	70%	80%	100%	0%	80%	90%	70%	70%	10%	100%	70%	80%	90%	80%	90%
Vertically Opposite Angles	70%	70%	80%	100%	0%	80%	90%	70%	70%	10%	100%	70%	80%	90%	80%	90%
Test																
SP Chance																

1 of 10 Preview - Estimating Angles

The best estimate for the angle is:



305 °

35 °

15 °

125 °

Believe it or not, all of these robots already exist! Some of them are not yet widely available. But they will likely be more common in the future.

Greek
Pronounced: Greek

noun

1. a person born or living in Greece
2. a person of Greek ancestry
3. the Indo-European language of the Greeks

Robots are machines that do tasks. The study of robotics. The scientists are called roboticists. Robots come in many shapes and sizes. Most are made of metal. They have movable parts called joints. Some can see and hear. Some can move around them. Robots are used in many ways. Some robots are microscopic. Scientists are testing nanobots that are small enough to go inside the body.

Archytas's wooden bird could fly hundreds of feet into the air.

Adriana Jankulovski • 5mo
PLANNING PADLET
What are some ways that you can plan your text? Think of Author's Purpose and Audience.

A.P: To Entertain
Hybrid text template
DOCX
Template Hybrid text document

A.P: To Inform
Information report template
Information Report Planner
Newspaper template
Newspaper Report Planning Template
DOCX
Narrative Planner
Comic strip/graphic novel
Template

A.P: To Persuade
Speech
Speech Planner
The main parts of a speech include thinking about your main argument and well as your 3 reasons. You can also research statistics and plan for some persuasive techniques you will use.
Persuasive Planner
Persuasive Text Planner

Publishing Resources
Comic publishing
Create Your Own Amazing Comic Strips Online with Canva
Comicbook.com
Newspaper article
Free Editable Newspaper Templates
Infographic publishing
Infographic Publishing Templates

Writing checklists
Persuasive writing checklist
Year 4 Persuasive Checklist
Dialogue checklist
Dialogue Checklist
Drama checklist

Year 4

Coding

As part of Writing and Concept last term we wrote Procedural texts explaining step by step how to recreate a game on Scratch. We then tested our technical writing skills by getting a Year 6 to follow the instruction to recreate the game.

Title: The Mazes of the Suburbs
Role: RASD! You will be a procedural writing machine that is supposed to explain what you do when you are trapped in a maze. You need to get out. Run by pressing ...
Audience: People aged 8-12

3000:
Follow the steps below:
First, create the maze.
Then you will need to get it a goal.
Now it is time for the code. Drag out a larger script block, and change the x and y to 400.
Drag a "Point in direction" block to the end of the script.
The last step is to make the character move. In a loop, use a "Move" block. If you type in a loop, make sure you put a number in the box so it will be able to move it.
Then, double-click the 3000.

Maze (2 levels)
by Seb29442

Change the bricks so your character can move all steps.
Now you need to make the maze. Click on the background and paint a maze.
Now, make the maze in the character. Give your game a title.
Now you need to find out where you want your character to start. Then, make the code.

Scratch Code:

```

when green flag clicked
  go to x: 420 y: 420
  point in direction 90
  move 2 steps
  when up arrow key pressed
    point in direction 0
    move 2 steps
  when left arrow key pressed
    point in direction 270
    move 2 steps
  when I receive 12
    go to x: 420 y: 420
  when green flag clicked
    forever loop
      touching color 1
      move 2 steps
  when right arrow key pressed
    point in direction 90
    move 2 steps
  when down arrow key pressed
    point in direction 180
    move 2 steps
  when green flag clicked
    switch backdrop to backdrop1
    forever loop
      touching color 1
      move 2 steps
  
```

Science Synthesising

Topic: Renewable Energies

PRE-Reading - Prior Knowledge - What do you already know?

1.) What prior knowledge do you already have about renewable energies? Can you list any renewable energies you already know about?	<ul style="list-style-type: none"> I think that renewable means that you can use it again, so renewable energy might be energy that you can use lots of times. There are probably different types of renewable energy because there are a lot of energies.
2.) What do you think we will learn about in the text?	<ul style="list-style-type: none"> What renewable energy is. Different types of renewable energy. What we use renewable energy for.
3.) Do you have any questions about renewable energies or energy in general?	<ul style="list-style-type: none"> What is renewable energy? What are the different types? Are there different types? How do you reuse energy?

YEAR 5

CRAFT I FOUND IN HOOPS

Similes-The ball like a piece of the thin long reach of your body.
The out in the clear like a stallion.

Alliteration-the rough roundness,
The sideways slip,
The smooth skaterly glide and sudden swerve.



Personification
The way it answers whenever you call.

Other Craft Found

Sentence fragments- hoops the. The game. Feel it. The cool. The hunger. The hawk. The eyes. The arcs.

Repetition- Hoops. The game. Feel it.

THE DAILY PICTURE

VOL 1 ED 3

TOP NEWS TODAY SEE PAGE 51 SEPTEMBER 3rd 2019

A GREAT LOSS FOR W.P.S



Mr Terry Lawless has lead as Principal at local primary school 'Wembley' for 7 long years, and through that massive time period Terry has known by name approximately 1,500 students and met over 3,000 parents. Terry has become a staple to our community, so you would expect that there were hundreds of eyes widened when the news that Mr Lawless was retiring at the end of Term 3 broke out.

Terry was the heart and soul of Wembley for a long time. He has seen Wembley's 50th anniversary, watched over 50 teachers come and go. He helped us to be the best version of ourselves by giving us meaningful lessons and plenty of challenges. People that have been lucky enough to be taught by Terry over their journey through primary school, have reached to great heights and achieved very much indeed. Our promising Principal only expected to only stay at this school briefly i.e 3 years. But no, Terry stayed at our school for much longer and he didn't regret it at all. (we hope.)

Students of all ages are going to find it very hard to say goodbye to Terry. 'Our school will not be as near environmentally-friendly as it is with Terry. "He's always picking up trash I don't know what we'll do without him," says Theo Hecht. "He will leave a lasting mark in our school for a long time," says Sumita Pandya. "We will be sad to see him go," says Olivia Turton. "I love his careful kind considerate nature," says Moustafa Mourad. "He is such a nice and friendly Principal," says Lexie Gallus. "Terry and I wear similar shirts: he is a smart man to follow the best dressed teacher," says Tom Penberthy (Teacher). And more fashion comments... "His blue and white checkered shirt looks very nice on him," says Vithal Pangasa. "He is such a responsible person and follows the Wembley values," says Ella Harrison. "He is so kind, friendly and easy to talk to," say both Petra Hrstic and Rola El Hage. And these comments are just the tip of the iceberg. So many more students had more wonderful things to say.

Terry Lawless is a great man and has dedicated his life to participating and helping the education of children. Over his 50 years of teaching and leading he has learnt so much and became the best man he could be. This isn't just the end of our beloved Principal's journey, this is the end of a man's career so we must congratulate this leader. Terry is a special man and will leave an everlasting gaping hole in Wembley. Although it will be hard, we will make an effort to never forget such a kind person and talented educator.

YEAR 6

Memor Padlet
Adriana Jankulovski • 64 • 11mo
A range of memoirs written by former students!

Instructions

1) Read at least two different memoirs.

2) Then answer the following questions. Copy these questions and answer them underneath the memoir you read.

1) What is the mood created by this memoir? How did this memoir make you feel? Find vocabulary choices/ examples of sentences and include them in your answer.

2) What is the style of this memoir? How did you know? (Poem/Informative/Narrative etc.)

Memoir 1- Leaving

Leaving

PDF

Memoir-Leaving

Example answer

1) What is the mood created by this memoir? How did this memoir make you feel?

The mood of this memoir was quite sorrowful, the author was writing about their experience of leaving their school and moving and how they felt during this.

Memoir 2- How to do the Beach Program (The Right Way)

How to do the Beach Program (The Right Way)

PDF

How to do the Beach Program (The Right Way)

Harry 6C

What is the mood created by this memoir? How did this memoir make you feel?

The was humour and sadness

Memoir 3- Book Week Costume Disaster

Book Week Costume Disaster

PDF

Shared memoir- Graduation-2

Harry 6C

What is the mood created by this memoir? How did this memoir make you feel? The mood was embasment and humour, they set up the joke at the end perfectly and embasment from when the

Katie McClue
10:04 AM Jul 23
Resolve

An absolutely excellent first prediction. I would use this as a student example (WAGOLL) - well done. Detailed and you included justification.



Please make your 1st Prediction:

- What do you think the story will be about?
- What might happen?
- Where might this story be set?
- Who might characters be?
- What genre?
- WHY do you think those things? What's your evidence?

My First Prediction: I predict it might be about a kid adopting an elephant and they become really good friends and the kid teaches the elephant stuff because the name of the book is one step at a time and I think that means the elephant learns something new one step at a time. I think it might be somewhere in Africa because there is a lot of elephants in Africa, and think its a narrative because it looks kind of cartoonish.

Any Changes? If you change/modify this prediction during your reading, come back here and write any changes in a different colour!

Katie McClue
10:04 AM Jul 23
Resolve

An absolutely excellent first prediction. I would use this as a student example (WAGOLL) - well done. Detailed and you included justification.



YEAR 6

Cyber Bullying

DID YOU KNOW?

Approximately **one in four** Year 4 to Year 9 Australian students (27%) reported being bullied every few weeks or more often.

Lack of a shared **definition** of bullying can hamper finding lasting solutions.

Students **may not report** bullying to the school because they fear not being believed or making things worse.

Approximately **one in five** young school students reported experiencing online bullying in any one year.

In **85%** of bullying interactions, peers are present as onlookers, and play a central role in the bullying process.

Hurtful teasing was the most common bullying behaviour reported, followed by having hurtful lies told about them.

32% of Year 5s and **29%** of Year 8s reported frequent school bullying.

Students often **tell parents** about bullying rather than anyone else.

Enhancing **social status** with peers is the most commonly reported motivator for bullying.

83% of students who bully others online also bully others in person.

84% of students who were bullied online were also bullied in person.

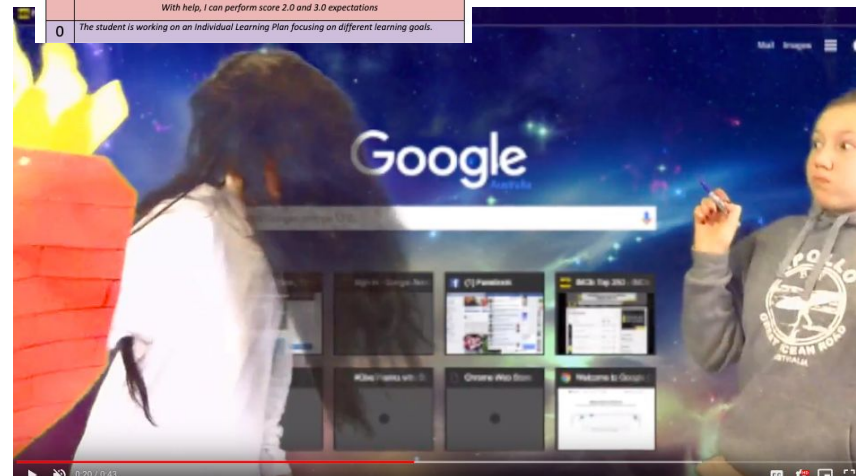
Students **10 to 15 years of age** are the most likely to be involved in online bullying.

72% of schools reported managing at least one incident of online bullying in the previous year.

Wembley Primary School		PROFICIENCY SCALE
AREA: Number & Algebra - Fractions		YEAR LEVEL: 6
Computational		Essential Learning: I can solve real life problems involving fractions, decimals and percentages
4	APPLICATION The student shows in-depth inferences and applications above and beyond the Essential Learning. I can: analyse error	
3	ESSENTIAL LEARNING The student shows a CONSISTENT understanding of the concepts that were explicitly taught. I can: <ul style="list-style-type: none"> I can solve a range of real life problems involving fractions, decimals and percentages I can investigate and analyse error I can solve problems that involve the addition and subtraction of fractions with related denominators I can find a fraction of a quantity I can use estimation to predict the reasonableness of my answer 	
2	PREREQUISITE SKILLS The student shows SOME understanding of the concepts that were explicitly taught. I can: <ul style="list-style-type: none"> Recognise common problems in the real world that require the use of fractions, decimals and percentages I can add and subtract fractions with the same denominator I can compare and order fractions with the same denominator (decimals and percents) I can find the rate of a fraction of a quantity I can find a fraction of a quantity I know what a factor and a multiple are Multiply and divide decimals to powers of 10 Student will recognise and recall specific vocabulary, including (lowercase): Percentages, Terminating decimals, Percentage Discount Supportive Vocabulary: Denominator, Numerator, Thousandths, Hundredths, Thousandth, Mixed Numbers, Decimals, Tenths, Hundredths, Factor, Multiple	
1	PRIOR SKILLS With help, I can perform score 2.0 and 3.0 expectations	
0	The student is working on an Individual Learning Plan focusing on different learning goals.	

Credits

Director/Editor: Shae
 Cameraman: Lawrence
 Mia: Mia
 Editor/Extra: Charlie
 Isaac: Isaac



Digital Health & Cybersafety

Digital Health & Cybersafety



Wembley Primary School 4-6 Digital Technologies Acceptable Use Agreement 2022

Wembley Primary School recognises the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behaviour at home.

At Wembley Primary School we:

- we have a Student Code of Conduct Policy that clearly states our school's values and the expected standards of student behaviour.
- support the rights of all members of the school community to engage in and promote a safe and inclusive learning environment.
- educate our students to be safe and responsible users of digital technologies and raise our students' awareness of issues such as online privacy and intellectual property, including copyright.
- supervise students when using digital technologies.
- provide a filtered internet service but acknowledge that full protection from inappropriate content can never be guaranteed.
- respond to issues or incidents that have the potential to impact on the wellbeing of our students.
- know that some online activities are illegal and as such we are required to report this to the police.

Please read through the following statements with your child and initial after you have discussed the content with them.

When I use digital technologies, I **communicate respectfully** by thinking and checking that what I write or post is polite and respectful.

This means I:

- always think and check that what I write or post is polite and respectful
- am kind to my friends and classmates and think about how the things I do or say online might make them feel
- do not send mean or bullying messages or forward them to other people
- tell an adult if I see inappropriate messages being shared
- create and present my own work. If I copy something from online, I let my audience know by sharing the website link to acknowledge the creator

Parent Initial: _____ Student Initial: _____

When I use digital technologies, I **protect personal information** by being aware that my full name, photo, birthday, address and phone number is personal information and is not to be shared online.

This means I:

- protect my passwords and I don't share it with others
- don't join a space online without my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information
- know not to post three or more pieces of identifiable information about myself
- protect my friends' information in the same way

Parent Initial: _____ Student Initial: _____

When I use digital technologies, I **look after myself and others** by thinking about what I share online.

This means I:

- never share my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- stop to think about what I post or share online
- don't deliberately search for something rude or violent
- either turn off the screen or use the back button if I see something I don't like and tell a trusted adult

This means I speak to a trusted adult if:

When I use digital technologies I **access age appropriate** platforms only

This means I:

- do not use my school device to access social media platforms of any kind
- only use spaces or sites that are appropriate for my age
- do not use any device (personal or school) to set up or access websites, apps, games or social media platforms that require an account, that is above my own age.

Parent initial: _____

Student initial: _____

When I use an iPad, iPod, Mac or other mobile device at school I agree to:

- use equipment in a sensible and responsible manner and report any damages immediately to the teacher
- use it as requested for learning purposes as directed by my teacher
- be responsible in my use and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else
- only take photos and record sound or video when it is part of a class or lesson
- seek written or verbal (depending on situation) permission from individuals involved PRIOR to taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved PRIOR to publishing or sending photos, recorded sound or video to anyone else or to any online space
- seek teacher permission before uploading any content to websites, blog, etc
- log out of programs on school devices.

Parent initial: _____

Student initial: _____

When I use my MacBook, I agree to:

- not store any age-inappropriate music, movies or pictures on my device
- store only legally-acquired music, movies and games on my device
- bring my device fully charged to school and not with the charger
- keep only one operating desktop at all times
- keep all protective covers on my device, and transfer the Mac to and from school in the protective carry case
- back up my work on an external device and on a regular basis
- ask the school technicians for permission prior to administering any software updates.

N/A: _____

Parent initial: _____

Student initial: _____

Technology Breach

In the event that I am responsible for the breach of any of the above, I understand and agree that:

- my device will be retained at school, and only accessible during school hours, until a face to face meeting has occurred between myself, a parent or guardian, and a member of staff
- the severity of the breach, will dictate the length of time that my device will be retained at school

Parent Initial: _____

Student initial: _____

Mobile Phones

I understand that:

- mobile phones may only be used outside the school gates
- mobile phones must be turned off and placed in school bags once inside the school gates
- my use of any mobile device must comply with all above statement re: The Acceptable Use Agreement

Parent Initial: _____

Student initial: _____

This Acceptable Use Agreement applies when I am using any of the above digital technologies at school, at home, during school excursions, camps and extracurricular activities. I understand and agree to comply with the terms of acceptable use and expected standards of behaviour set out within this agreement. I understand that there are actions and consequences established within the Wembley Primary School's Student Code of Conduct, if I do not behave appropriately.

Date: _____ / _____ /2019

Student Name: _____ Class: _____





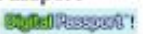
Student Signature: _____

Parent/Guardian Signature: _____




Year Level	Learning Intent	Context
Prep	We use iPads appropriately.	Handling of iPads; - how to carry them - switching on/off - adjusting volume, - swiping and searching for apps.
	We use headphones appropriately	Handling of headphones; - inserting and detaching the connection, - carrying - storage - volume control
	We use iPods appropriately.	Handling of iPods; - how to carry them - switching on/off - adjusting volume - swiping and searching for apps - connecting to the headphone splitter
	We share our digital devices.	Create protocols for sharing devices.
	We are safe when using digital devices.	Begin Cybersafety Program 'Hector's World' – see Wembley Primary School Cybersafety Scope & Sequence.
Year 1	We use digital devices appropriately.	Read, discuss and disseminate Digital Learning P-3 Acceptable Use Agreement. Signed forms need to be collected and given to Ang by end of week 3.
	We use iPads appropriately.	Handling of iPads; - how to carry them - switching on/off - adjusting volume, - swiping and searching for apps - locating devices around the classroom - storage
	We use headphones appropriately	Handling of headphones; - inserting and detaching the connection, - carrying - storage - volume control

Year 4	We use digital devices to help us with our learning	Revision of Macbooks; - logging in - setting up folders (Maths, English, Concept etc) - opening and closing programs - saving work to a folder - naming folders and files - airdrop - saving to specific locations – student share - shortcuts – copy/paste - how to search for things online - using a usb Introduce; - Screen shooting - responsibility - charging macbooks overnight - insurance requirements
	We record our learning using digital portfolios	Introducing Google Apps; - logging in - creating digital portfolios - sharing these with our teacher (Google Drive) - accessing and using Google Classroom - uploading evidence; photos, videos, audio - writing reflections
	We are safe when using digital devices.	Begin Cybersafety Program 'Posti Network' – see Wembley Primary School Cybersafety Scope & Sequence.
	We use digital devices appropriately.	Read, discuss and disseminate Digital Learning 4-6 Acceptable Use Agreement. Signed forms need to be collected and given to Ang by end of week 3.
	We use digital devices to help us with our learning	Revision of Macbooks; - logging in - setting up folders (Maths, English, Concept etc) - saving work to a folder - naming folders and files - airdrop - saving to specific locations – student share - shortcuts – copy/paste - how to search for things online - using a usb - Screens hooting - responsibility - charging macbooks overnight - insurance requirements
Years 5 & 6	We record our learning using digital portfolios	Introducing Google Apps; - logging in - creating digital portfolios - sharing these with our teacher (Google Drive) - accessing and using Google Classroom - uploading evidence; photos, videos, audio - writing reflections
	We are safe when using digital devices.	Yr 5 - Begin Cybersafety Program 'Cybersmart Access' – see Wembley Primary School Cybersafety Scope & Sequence. Yr 6 - Begin Cybersafety Program 'Game On' – see Wembley Primary School Cybersafety Scope & Sequence.
	We use digital devices appropriately.	Read, discuss and disseminate Digital Learning 4-6 Acceptable Use Agreement. Signed forms need to be collected and given to Ang by end of week 3.
General	- Identify leaders/experts for different apps/devices who students can seek out for assistance within the class. - Troubleshooting – create guides for what to do when things go wrong; ie. wifi not working, security/privacy settings, connectivity etc.	

Wembley Primary School Cybersafety Scope & Sequence

Program	Overview	Key issues addressed	Online Resources
Hector's World 	Hector and his friends enjoy playing computer games and chatting online. They use their computers, the internet and mobile phones the cybersmart way. Explore the online world with Hector and find out how to stay safe.	<ul style="list-style-type: none"> Keeping your personal information safe Cyberbullying Computer Security 	https://esafety.gov.au/education-resources/classroom-resources/hectors-world
Hector's World 	Hector and his friends enjoy playing computer games and chatting online. They use their computers, the internet and mobile phones the cybersmart way. Explore the online world with Hector and find out how to stay safe.	<ul style="list-style-type: none"> Keeping your personal information safe Cyberbullying Computer Security 	https://esafety.gov.au/education-resources/classroom-resources/hectors-world
Zippep's Astro Circus 	Zippep and his circus friends reinforce the concept of computer security, through a series of games.	<ul style="list-style-type: none"> Age appropriate websites Cyberbullying Protecting personal information Secure passwords Talking with trusted adults Positive online experiences 	https://www.esafety.gov.au/astro-circus/
Budd:e  Digital Passport 	Budd:e contains eight online learning activities, plus one offline activity. Students are required to make decisions, and may experiment with choices and consequences. Budd:e is also a reward system, an interactive tool that allows children to build and customise a 'budd:e' to personify	<ul style="list-style-type: none"> Securing a home computer Public vs private information Creating a safe online identity Making and using strong passwords Scanning for viruses and malware Thinking before clicking any link Checking who owns the content Looking for cybersecurity symbols Cybersafety and security for home 	https://budd-e.staysmartonline.gov.au/teachers/primary/index.html https://www.digitalpassport.org/dpAdmin/teacher/overview

Wembley Primary School Cybersafety Scope & Sequence

	<p>good cybersecurity <u>practice</u> and online conduct.</p> <p>Digital Passport consists of five engaging games that address key issues facing kids in today's digital world. It teaches critical skills related to digital safety, respect, and community. Teachers receive robust reporting of individuals and groups' gameplay. Each of the five games include videos, three levels of gameplay, collaborative offline activities, teacher wraparound materials, and aligned Digital Citizenship lessons.</p>	<ul style="list-style-type: none"> Public vs private information Creating a safe online identity Using technology responsibly Responding to cyberbullying Searching safely and effectively online Giving credit to avoid copyright 	
<p>Cybersmart Challenge</p> 	<p>A digital resource to educate and empower students about how to manage cybersafety issues in real life situations. Teacher resources include animations, lesson plans and certificates.</p>	<ul style="list-style-type: none"> Online safety Protecting personal information Cyberbullying Safe media sharing practices 	http://www.cybersmart.gov.au/Schools/Teacher%20resources/Upper%20primary/POSTi.aspx
<p>Cybersmart Access</p> 	<p>Cybersmart Access is a series of fun games designed to reinforce key cybersafety messages</p>	<ul style="list-style-type: none"> safe and social networking protecting personal information responding to cyberbullying and unwanted contact digital reputation responsible online and mobile use 	https://www.esafety.gov.au/access/games/index.html
<p>Game On</p> 	<p>A video series following the online experiences of a group friends. Over five short episodes, the students find themselves in situations that catch them off-guard and teach them the consequences of making poor decisions online.</p>	<ul style="list-style-type: none"> Cyberbullying Excessive gaming Sharing passwords Free downloads Online friends 	https://esafety.gov.au/education-resources/classroom-resources/gameon

New in 2022:

WPS has accepted a position in an pilot program with the eSafety commissioner.

This will being with 'Socialising Online' sessions for our Year 5 and 6 students, and continue into term 4 and beyond with staff and parent information sessions.

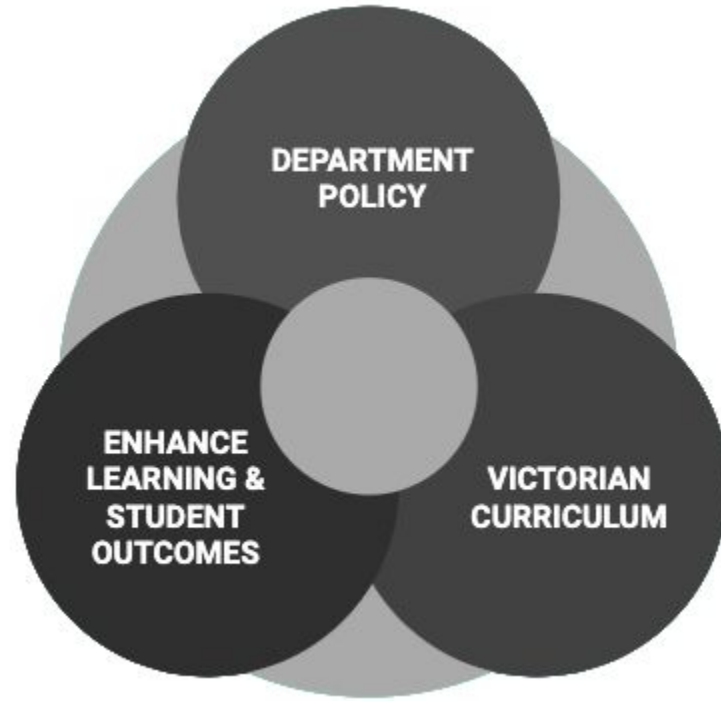
More to come!

Access to devices

Who	What		
Prep	Bank of iPads		Bank of iPods
Year 1	Bank of iPads		
Year 2	Bank of iPads		
Year 3	2 x bank of MacBooks		Teacher iPads
Year 4	Bank of MacBooks		Bank of iPads
Year 5	Bank of MacBooks		Bank of iPads
Year 6	Bank of MacBooks		Bank of iPads
Specialist	MacBooks and iPads allocated to year levels		
Music	Bank of MacBooks		Bank of iPads
All	Flip Cameras	iPods	3D Printers
4-6 Filming	Go Pro Camera, Green Screen, iMac		
4-6 Coding	Raspberry Pi2 + accessories		



Why a 1:1 MacBook Program?



1:1 Macbook Program



Let's hear what the
students have to
say!

Selecting the Device

Why Apple?

- Robust device against the rigours of primary school. The hardware meets the requirements for bright quality displays and long battery life.
- Value retention.
- Wembley is predominantly an Apple school. All classroom teachers use Apple MacBooks with ES staff to be included next term.
- The Teacher Notebook program changed in 2016 with Wembley providing MacBooks to teachers to enhance the 1:1 MacBook program.
- There has been a significant financial commitment by Wembley to support the program (infrastructure, access to devices, transition into the program, coaching for teachers, technical support).
- The MacBook program complements the earlier years iPad program with many of the same applications being used (GarageBand, iMovie etc.) The transition is fast and they hit the ground running.
- Apple TV's in all classrooms and learning spaces for screen sharing
- Students can film on school iPads and edit on their MacBooks seamlessly
- Having a consistent and easily updated Operating System and Hardware platform that teachers are familiar with provides less disruption to class time.

Selecting the Device

Why not a higher end (but cheaper) PC?

- The processing power required would put the price point close to a MacBook less the Insurance and extended Warranty charges.
- There would be classroom functionality issues in integrating to the existing Apple infrastructure the Wembley has invested in. The use of PC's to use Airplay technology is also problematic, so we would need to invest in another solution.
- Teachers would need retraining and more coaching into integrating a different device.
- PC's are more susceptible to virus and malware so we would need to invest more time and money into building a more secure standard operating environment.

Selecting the Device

Why not a Bring-your-own-device Policy or a cheap PC laptop or Netbook alternative?

- It all comes down to hardware required and the support needed.
- A BYOD policy is just not achievable. Teachers would be presented with a wide variety of laptops on different hardware levels, different version OS's and learning would end up be disrupted.

Price Considerations:

- Apple products hold their value better than PC.

How To Purchase...

Purchasing a Device

<https://shop.compnow.com.au/school/wembleyeps>