



BYO iPad Programme Guide FAQ

Frequently Asked Questions - background

Today's Ursula Frayne Catholic College Balmoral Street students need not only basic education, but also the ability to deal with an increasingly complex and connected world. Nearly all of the jobs available to our graduates today will be completely different to those in five and ten years time. To succeed, our students need to be active, not passive learners, creators not consumers. They need to have the skills and motivation to be collaborative, creative, problem solvers who are highly skilled in using technologies where they have immediate access to quality information, instruction and communication.

At Ursula Frayne Catholic College, the values lived by Jesus Christ are the foundation for everything we do. Ursula Frayne Catholic College is committed to the ideals and benefits of 21st Century learning for all students. We strive to provide students with the best opportunities to succeed in a world that is rapidly changing; a world that no longer only includes local communities, but global environments.

One of the key roles of Catholic schools is to assist parents in the education of their children and especially in their development as young men and women ready to make positive contributions to society. (MANDATE, Catholic Education Commission of WA 2009-2015)

At our schools, we search for ways to provide the best educational opportunities and resources for our students. Our decision-making processes keep our students at the forefront as we strive to meet the new demands of 21st century education, enhancing our vision whilst being guided by Gospel teachings.

In accordance with the teachings of the Catholic Church, communication must reflect the highest standard of accountability and sensitivity to the dignity of the human person. Catholic education is centred on the mission of the Catholic Church and ICT is 'the servant of the Church's mission to spread the news of Jesus Christ and offer services in his name. (The Australian Catholic Bishops Conference, 2007, p. 2).

Each member of the Ursula Frayne Catholic College community strives to give witness through words, attitudes and actions.

21st century education integrates technologies, engaging students in ways not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities. (MCEETYA, 2005, p. 2)

At Ursula Frayne Catholic College, our learning environments are challenging and contemporary, taught by teachers instructed in the ethical use of technologies, enhancing the learning outcomes for students.

At Ursula Frayne Catholic College, we believe the development of appropriate skills and attitudes towards digital technology will allow students to meet the challenges of learning in a digital age and will provide them with the opportunity to develop their digital citizenship in a responsible and Christ-like manner, demonstrating respect for self and others.

Ursula Frayne Catholic College is a community of hope. We believe in the future of our children.

Continuing our contemporary one to one learning environment, students in Year 3, 4, 5, 6 will require the minimum specification iPad and accessories.

The perceived benefits for the students include:

- The iPad is another tool that allows for personalisation and organisation of learning
- Development of Digital Literacies valued in high school and beyond
- Access to a range of tools within one device
- Development of ICT capability to investigate, communicate and create with technology
- Apply social and ethical practices in use of technology
- Develop competency to manage and operate ICT
- Greater engagement and increased motivation to learn
- Filtered Internet access will be readily available from any classroom in the School.
- The iPad is a small lightweight device and therefore, easy to carry and to use at the students' desks.
- The use of the iPad as a collaboration tool in the classroom.

Over the past few years, we have been working collaboratively with the Catholic Education Office, other Catholic Primary Schools and Colleges exploring the use of iPads in the classroom and how they positively impact on teaching and learning. We are excited by this opportunity to enrich the learning of children at Ursula Frayne Catholic College. We have put together this FAQ information brochure to assist parents who have children entering Years 3, 4, 5 and 6.

We hope that this FAQ will answer many of the questions that may arise in relation to the program.

SECTION A – THE COSTS FOR PARENTS/GUARDIANS

1. Why do parents have to fund this?

The school simply does not have the financial resources to fund iPads for every Year 3, 4, 5 and 6 student. Our online survey in 2015 identified 90% of students had devices at home. The only way sustainable 1:1 access for students could be funded would be to increase school fees by a corresponding amount, which is the same effect as parents acquiring the iPads directly.

2. What is the full cost to me as a parent and what are my funding options?

Year 3 and new students to the college or parents wanting to update.

The minimum specifications of the iPad bundle is listed on BYOD Portal. From the outset we have endeavored to keep the cost of the educational tool and accessories below \$1000. In 2019 the cost of the minimum specification bundle is \$838 inc GST. More info of offers available to Ursula Frayne parents/caregivers are listed here: <http://www.ursulafrayne.wa.edu.au/portals/byod>. Where possible we want to ensure that the device will be functional for 4 years and accommodate new apps that inevitably require the more recent technology. You can identify which model iPad your child currently has here: <https://support.apple.com/en-au/HT201471>.

3. What happens if my son/daughter already has an iPad?

Great. If your child already has an iPad at home and it meets the minimum requirements described in the Letter to Parents this will be suitable <http://www.ursulafrayne.wa.edu.au/portals/byod>. The minimum requirements for the iPad and minimum specifications for each new student to Junior School are listed on the college BYOD portal. These minimum requirements will need to be adjusted every year for Year 3 (and new) students to ensure the iPads students bring to school are of suitable capability to ensure equitable access to learning experiences across the student cohort and last 4 years. Parents must ensure that the device does not have a SIM card installed and teachers will be ask to check this the case.

4. Am I eligible for the tax concessions associated with the computers? How do I determine my eligibility and how do I claim?

If you are eligible to claim Family Tax Assistance Part A, the cost of the iPad constitutes 'eligible education expenses' for which you may be entitled to a rebate. For further information in respect of

Family Tax Assistance and eligible education expense rebates please contact the appropriate government department. This link may provide initial advice:
<https://www.humanservices.gov.au/individuals/services/centrelink/family-tax-benefit>

5. What if I simply can't afford to buy an iPad for my child?

Please see the Principal in cases of genuine financial hardship to discuss your particular circumstances and alternative options.

6. Do the iPads come with a warranty? Will the iPads be insured or do I need to arrange this myself?

Yes and No. iPads come with a 12-month Limited Warranty.

<http://images.apple.com/legal/warranty/products/ios-warranty-rest-of-apac-english.html>

However, this warranty does not cover accidental damage, loss or theft. It is highly recommended that parents insure their child's iPad by adding it to a home and contents policy or directly with the sellers insurance agent. Please contact your insurance company for more information.

7. Isn't it inevitable that an iPad will be knocked, dropped or broken?

Accidents do happen and this is the reason all iPads should be added to home insurance and an appropriate keyboard case (listed on the college BYOD portal) be purchased to protect them from any bumps and knocks. Particularly clumsy children may benefit from both a screen protector to go with the recommended and required protective case.

8. Will parents be required to pay for Apps?

The college will help install all of the free apps via our ZuluDesk Mobile Device Management system. Based on value to learning, a few apps may be required by teachers during the school year up to a maximum value of \$25. Your child's classroom teacher will advise before activities of the apps required.

The college enables Microsoft Office 365 and the Google Suite for all students and teachers. As a bonus, students from Year 3-6 will be able to install the Microsoft Office suite on up to 5 devices at home for their family to use with their Office 365 college @student.cewa.edu.au email address; it currently has a value of \$119 per annum. More information is provided on the FAQs on the BYOD Portal.

8a. How much will the ZuluDesk MDM cost?

The college has negotiated pricing in volume with the supplier directly and this is covered in the college IT Levy as part of school fees. These details will be provided to parents via email early in 2019. A quick overview of the parent features are provided here:

<https://www.zuludesk.com/features/zuludesk-parent/>

SECTION B – TEACHING AND LEARNING

9. Why does the program start at year 3 - aren't the children just too young at this age and aren't the basics of reading, writing, maths and handwriting more important at this stage?

Students as young as Year 1 are certainly not too young to learn how to use technology and to learn about being responsible users and citizens. As a matter of fact, the teaching of computer skills and digital citizenship has been a part of the respective Technology and Health learning areas for many years and across all year levels so Ursula Frayne Catholic College is not incorporating a "new aspect" to the curriculum nor is it giving students access to technology for the first time.

Students will still be taught and learn the content in the curriculum - the basic curriculum does not change. It is envisaged however, that iPads will complement all learning areas.

As per the requirements of the West Australian Curriculum. The use of ICT (Information and Communication Technologies) is embedded throughout the curriculum and is one of the General Capabilities necessary for all students.

10. Will the iPads improve the learning and 21st century skills of my child?

The iPad has been proven to be a very effective tool to assist learning - much like a book, pencil or a calculator, which do not in and by themselves improve skills, but are important tools and resources that assist and enhance the education process. A broad range of accompanying research will be provided to parents in a separate document.

The benefits of a One to One BYO iPad program should be considered more in respect of the capacity to engage student attention, to encourage student motivation, to enable student access to information, to develop skills including problem solving and collaborative learning, as well as to enable a greater range of opportunities for students to construct and express their knowledge and skills in relevant and meaningful ways.

Such benefits form the foundation and focus for an effective iPad program, which will certainly aim to enhance the development of students' higher order thinking skills. Formal assessments will still be determined by each student's ability and readiness to address the requirements of the assessment tasks they encounter in the curriculum. The iPad is primarily about giving students greater access to knowledge and developing skills that are perhaps more in keeping with what is required for a 21st century learner.

As educators we reviewed a range of research into the best approaches to implement these devices. Teachers view these devices as just another tool we leverage to best a student in their learning. Some of the research we considered and valued is listed below:

UWA's Grace Oakley said teachers found that students were more likely to finish their homework and do a better job. "Taking the device home and working on that is more motivational," Associate Professor Oakley said. "Others have said that within the classroom, the children are more focused when they're using the iPad and there is less disruptive behaviour."

<http://thejournal.com/articles/2010/10/13/ushering-ipad-into-the-classroom.aspx>

These mobile tablet devices are being introduced into primary classrooms around the world and teachers and children are finding new ways of using them to fulfil a variety of learning goals beyond the school curriculum (Pegrum, Oakley & Faulkner, in UWA press).

It is vital that the perception of 'disruption is changed from a negative one (where banning appears to be an appropriate response) to one that recognises the potential of mobile technology to transform education by improving pedagogy and making learning less monolithic. By looking beyond the surface-level disruption, it is possible to imagine the positive aspects of mobile learning, even as it calls for sometimes uncomfortable changes in classroom dynamics (Vosloo, 2011, p. 34).

https://research.acer.edu.au/cgi/viewcontent.cgi?article=1012&context=digital_learning

In line with the teachers' recommendations, it would be crucial to train teachers in both the pedagogical aspects (class management and subject teaching methods) and technical aspects of student use of iPads at school. During training, teachers should be reminded that the iPads per se do not motivate students or improve their performance, and that what counts is how they are used.

https://www.researchgate.net/publication/266672409_The_iPad_in_Education_uses_benefits_and_challenges_A_survey_of_6057_students_and_302_teachers_in_Quebec_Canada

These devices can increase student engagement and time on task in mathematics, as well as provide motivation to students who respond well to goal-based games. They also allow for differentiated instruction using customized apps for students at various levels in different areas of mathematics. Properly managed, this can help a teacher make more efficient use of classroom time and give more students the individual attention they require. Improperly managed, the devices may not work or will be used for unproductive tasks. The result will depend on the learning environment established around the devices.

<https://scholarworks.umt.edu/etd/4591/>

A research study, conducted in Auburn, Maine showed that Kindergartner students using iPads scored much higher on literacy tests than students that didn't use the device. Source: TUAW -Tweet this interesting stat from @TUAW

University of California Irvine medical school reported iPad equipped medical students scored 23 percent higher on national exams than previous unequipped classes. @MobiHealthNews

According to Pearson Foundation's survey More than six in ten college students and high school seniors agree that tablets help students to study more efficiently (66% and 64%) and help students to perform better in classes (64% and 63%). @PFoundation

A study from KIPP Academy in Houston, TX showed the percentage of students who rated either proficient or advanced (the 'passing' rate) was 49% percent higher in the 'flipped classrooms' using the iPads than in the traditional classrooms with no iPads.

In a study done by Houghton Mifflin Harcourt in California showed that students using iPads saw their math test scores increase 20% in one year compared to students using traditional textbooks. Source: @CNNTech

A study at Oklahoma State University concluded that 75% of students agreed that the iPad enhanced their learning experience. Source: Oklahoma State University @OkStateNews
At Northdale Middle School in Coon Rapids, MN, iPads in the classroom have led to increased engagement among disabled students and have accelerated and improved their learning and comprehension. Source: Star Tribune- Tweet this stat from @StarTribune

11. How much time will students use the iPads in the classrooms?

It is envisaged that the students will use their iPads around 20% of class time. The iPads will be integrated into the curriculum to support and enhance our current educational programs in set, short timeframes. Teachers are aware that children 5-12 years old, should have no more than 2 hours per day of screen time. The actual nature of use in the classroom is dynamic - generally no more than 10 -15 minutes sedentary work before moving or sharing.

12. Will my child be required to do homework on their iPads?

It is envisaged that students will continue to be provided with a diverse range of homework, some of which, but certainly not all, can be completed on their iPads. Parents do need to monitor this as generally homework that may need to be completed on the iPad should not exceed the daily homework limit for your child's year level. Occasionally students will continue conversations with classmates within the moderated environment of Microsoft Teams. We'd prefer this over iMessages.

13. My child may struggle to look after the iPad?

One of the many positive aspects of the One to One iPad program is that it instils responsibility in our children and they learn to value property and take responsibility for their belongings. We have every confidence that, in partnership with parents, the children will be taught and learn very quickly the importance of being responsible for their iPad and they will take great pride in their ability to be responsible with it. In the first few years we have observed an estimated 10 cracked screens.

14. What professional development will be given to teachers?

All teaching staff have already had opportunities for professional development in the IT area and will be given ongoing professional development specific to Mac technology through the school's strategic engagement of Next Learning, the Catholic Education Office, and Apple Education. Teachers of classes adopting the iPad program have been provided a college MacBook computer and iPad equivalent to the specifications of the students.

SECTION C –THE TECHNOLOGY

15. Why is it important that everyone has the same device? Can I buy my child a Microsoft Surface Pro, Samsung Galaxy Tablet or Google Pixel tablet?

In this phase of our whole school strategy Ursula Frayne Catholic College is using the Apple devices, and other devices will not be supported to allow us to secure and optimise infrastructure. We also need a level of standardised consistency while also having a diversity of software, while developing shared and consistent teaching strategies we mostly we have trialled a range of tools. With this consistent hardware we can use the Microsoft Suite such as Word, Powerpoint, Excel and Teams complimented by Pages, Keynote and Numbers from Apple. To ensure platform diversity we have enabled Microsoft Office 365 and only if required the G-Suite from Google - depending on classes students also have access to Adobe, Autodesk, Education Perfect, Mathspace and other platforms as required. Technology and software needs to be consistent between all the students and the teacher. This ensures that no students are disadvantaged because their computers cannot support the required technology and Apps. It also ensures the program is run as efficiently as possible and unique or specific issues or problems cannot detrimentally affect the program for the rest of the class. We want to ensure teachers are confident and providing consistent access to shared workflows and apps from Apple, Microsoft, Google and Adobe on reliable hardware will give students the broadest toolset experience.

16. Why is the program based on Apple technology?

The Strategic ICT Committee identified the need for simple, flexible and reliable devices to support learning with technology. When we commenced this program 80% of our teachers identified the iPad

as their preferred device, while 70% of families already had iPads at home. The creative potential with the iPad software, the general robustness and the reliability of Apple hardware platforms are additional factors, which at this stage the college believes make this hardware the best choice for our students. Providing exposure to a range of technology at the college via cross platform laptops, labs also ensures the students have exposure to the widest possible types of technology, which will benefit their use and understanding of technology in later years.

17. How does Apple technology work with Microsoft based programs?

All Microsoft applications are compatible with the Apple technology and we have leveraged the CEWA LEADing Lights platform. The key is that the students and teachers will all be using the same technology and platform. In addition, the use of Apple technology provides students with diverse learning opportunities as they can learn both Mac and a number of Microsoft compatible applications on the iPad rather than only learning one technology. With the implementation of Office 365 and GAFE (Google Apps for Education), the 'cloud' content can be accessed from any platform or device. With your child's username@student.cewa.edu.au email credentials the Microsoft Office 365 suite can be installed on up to 5 devices at home.

18. What is the technology plan for the school and how does the program fit in with those plans?

The school continues to develop a comprehensive plan for improving technology throughout the school for the benefit of all students over the next year. The One to One iPad Program plays an important part in the school's strategic plan for information technology but is not the single solution - a comprehensive plan that incorporates the needs of all students - from kindergarten onwards - will ensure the school ultimately has a comprehensive, coordinated and integrated technology plan for all students during their primary school years.

19. How long will we have the device for?

It is expected that the life of an iPad will last for approximately 4 years, however given the ever changing capabilities of the devices some parents may consider selling their devices after 2 years to ensure the maximum resale value - usually greater than 50% - then use this toward the cost of a newer device.

20. How are students guided and supported?

As a component of the CEWA's Leading Lights initiative, the College has recently begun using Microsoft Teams in some classroom activities and part of the technology that underpins Teams is Skype. Teachers are finding Teams to be a useful tool to foster appropriate collaboration skills in a social media setting. As such, teachers invite students into the 'Team' and they can only collaborate with members of their class under the supervision of the teacher.

Catholic Education Western Australia (CEWA) provides monitoring for the College with internet filtering. Teachers use a number of pedagogies and tools like Apple Classroom within the curriculum to guide and monitor students in the use of technology. Through the delivery of the Western Australian Curriculum, the College is required by the Schools' Curriculum and Standards Authority (SCASA), supported by CEWA, to develop student ICT capacity. Students develop ICT capabilities as they learn to use ICT effectively and appropriately in order 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.

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.

SCASA expects our students gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society. The College utilises SEQTA to record student progress in the classroom.

21. Can you print from the iPad?

Yes, UFCC IT support has enabled printing via AirPrint to the standard printers on the college network. Students can print from home if their printer is configured to support the iPad.

<http://www.apple.com/au/support/ipad/assistant/airprint/>

22. How do you save work created on an iPad?

Like most mobile devices, iPads do not require a large hard drive or USB input to save and access work. iPads are designed to work with 'cloud' technology. The college will provide access to the

student drive to ensure work can be saved and backed up from home and school. Cloud technology is an online storage facility that allows access to files, documents, photos and music anytime, anywhere, as long as you have access to the internet. Cloud technology is developing at a rapid rate. Students are given access to 1TB of storage in OneDrive as part of their CEWA credentials. Students and teachers are given Managed Apple IDs, with this they get access to 200GB of iCloud storage for documents, photos, videos and any other type of file. They can also store and sync notes, calendars, Safari bookmarks and reminders.

23. Will my child still need a computer at home?

No. This is your choice. Most households have an existing PC or laptop.

24. How do you set up the iPads to use the internet at home?

The iPads utilise wireless technology so the internet can be accessed via wi-fi technology. More guidance is provided at the start of the school year.

At home, parents will need to have an internet connection, preferably with wi-fi capabilities. If you get stuck after hours Apple Care 133-622 or your ISP (Internet Service Provider) will assist you to get connected.

25. Is the school properly equipped to support the program (servers, wireless technology, etc)?

Yes - as part of our Information and Learning Technology Strategic Appraisal the school has conducted an audit of our Mindset, Skillset and Toolset available to the learning community. We recently upgraded our IT infrastructure with a high-speed internet connection with additional upgrades to switches, servers and backup processes occurring over the summer break. This will adequately support the One to One iPad program implementation and the iPad class sets in Preparatory School. The school has prepared and is equipped for the BYO iPad One to One iPad program. As with any technology, it is inevitable that issues may arise. Nonetheless, the school believes it is well positioned to overcome any practical issues without detrimentally affecting the program. The school has appointed two key teachers to oversee curriculum integration and daily maintenance. ICT services will continue to support and maintain our ICT infrastructure and agencies such as Catalytic ICT, Dextera and the Catholic Education office ICT Department will be our main guides for our IT Support team.

26. How will backups occur and who will have the responsibility for this?

Like most mobile devices, iPads do not require a large hard drive or USB input to save and access work. iPads are designed to work with 'cloud' technology. The college will provide access to OneDrive to ensure work can be saved and backed up from home and school. Cloud technology is an online storage facility that allows access to files, documents, photos and music anytime, anywhere, as long as you have access to the internet. Cloud technology is developing at a rapid rate. Students are given access to 1TB of storage in OneDrive as part of their CEWA credentials. Students and teachers are given Managed Apple IDs, with this they get access to 200GB of iCloud storage for documents, photos, videos and any other type of file. They can also store and sync notes, calendars, Safari bookmarks and reminders. Students are shown how to back up their work as a key digital literacy.

27. What is the battery life of the iPads and what happens if my child's iPad is not fully charged each day?

The iPad battery life is sufficient to last for up to approximately 10 hours. Additional information provided gives many valuable hints on how to preserve the life span of the iPad's battery. Students will need to ensure that their iPad is charged in readiness for the day.

SECTION D- POLICY & PROCEDURES

28. I am concerned about my child using the internet and having access to it - what policies and procedures will be utilised to ensure only appropriate internet access is allowed?

As part of the program, the school has comprehensive policies and procedures dealing with internet use. Internet access will be strictly supervised at all times.

At school, there is protection provided by the Catholic Education Commission's filter on its network that restricts access to inappropriate sites and materials. As strong as the filters are, unfortunately they are not fool proof. This system has been upgraded as part of the CEWA LEADing Lights initiative include those websites blacklisted and whitelisted by schools across Catholic Education Western Australia. This firewall organises URLs into a hierarchy of categories for granular filtering and policy creation across the system. There are six predefined classes, which are then each divided into predefined super-categories, and then further into predefined categories. Should there be a concern by a teacher, this is flagged, and a report is generated.

We are implementing Zulu Desk to further enhance the learning environment and opportunities for our students, enabling our teachers while also providing parents with the ability to manage their children's devices also. We think that parents should be able to manage their children's devices also. There are lots of potential distractions on an internet-connected device like an iPad. After seeing the benefits of managing devices in school via ZuluDesk, we decided the tool could prove valuable for parents when their child is at home as well.

When using the iPad at home, it is the responsibility of the parent to monitor acceptable usage and internet access. Parental controls are available on the iPad under Settings ->General -> Restrictions. (Remember to write down this Restriction passcode and store it in a secure place.)

The college takes no responsibility for inappropriate usage and internet access outside school hours. Below is a link to Apple Parental Controls or Restrictions that are available on the iPad.

<http://support.apple.com/kb/HT4213>

29. Is there an agreement I need to sign before my child is allowed to use his/her iPad?

Yes. The standard Policy on Acceptable Internet Use and the iPad Code of Conduct and Agreement Policy will need to be read and discussed thoroughly with your child. This agreement needs to be signed by both yourself and your child and returned at the commencement of the school year. Parents must revisit this agreement with their child/ren as the need arises and in addition, maintain a constant and open dialogue throughout the year. The student's classroom teacher will also discuss the Policy on Acceptable Internet Use and the iPad Code of Conduct and Agreement Policy with the students at the beginning of the school year and subsequently as the need arises.

30. Will students be able to use Facetime and iMessage on the iPad at school?

No, this function is to be blocked in the school network. Students use their Ursula Frayne Catholic College email and chosen LMS (Learning Management System) when collaborating and communicating with each other and teachers. iMessages will be disabled via ZuluDesk also.

31. Will students be able to use Facebook, Snapchat, Instagram on the iPad?

No, this function is to be disabled in Restrictions. Students will not be able to access these social media platforms at school. These accounts are not recommended for persons under the age of 13.

32. Could my child have their iPad taken from them?

Yes. The College reserves the right to remove this privilege. The iPad will be removed if your child is in breach of our Policy on Acceptable Internet Use and the IT Agreement Contract.

33. What happens if my child's iPad is damaged by another student?

The Policy on Acceptable Internet Use and the IT Agreement Contract states that devices are not to be loaned to other students and must be kept in a safe place at all times. However, in the instance where an iPad is accidentally or maliciously damaged by another student, the incident should be reported immediately to your child's teacher. Your teacher will then follow strict protocols that will involve consultation with the school Leadership Team to find a satisfactory solution. It is strongly recommended that parents do not contact other parents or students directly regarding the damaged article.

34. What happens if the iPad just stops working?

Any issues with the technical operations of the iPad need to be brought to the attention of the teacher and parents as soon as possible together with the supplier of the iPad. Parents will need to make plans to have the device fixed or replaced as soon as possible to ensure learning programs and projects are not interrupted.

35. Can my child use their iPad if the screen is damaged?

No, as the tiny shards of glass and the harmful chemicals that could seep out, may cause injury to your child. If this has occurred, for the safety of your child and so the teaching program and your child's learning is not compromised, please attend to the damaged screen immediately.

36. What happens if my child does not have access to an iPad for longer than a day?

In the event that your child's iPad is undergoing repairs, with the approval of the Principal, the school will source an iPad for a short period of time. For a period beyond reasonable without an iPad and for reasons other than mentioned, this will need to be discussed with the principal as costs may be incurred.

37. Why does my child have to bring the iPad home - wouldn't it be easier and safer to keep them at school?

A central prerogative for learners is to help connect learning between home and school. The students are required to take their iPads home each night for a number of reasons, including taking personal responsibility of their device, security and insurance. Also, the fact that it is most practical for children to recharge their iPads each night at home and that they can gain full use of the iPad by having access to it at home.

38. Will students need an Apple ID and iTunes account?

Yes. All students will be required to have an Apple ID and iTunes account. A Managed Apple ID will be supplied by the college. For additional App Purchase at home Apple's Terms and Conditions state that the users must be 13 years of age or older to have a personal Apple ID. However as a part of the Family Sharing settings parents can set up an Apple ID for their child/ren. <http://www.apple.com/ios/whats-new/family-sharing/>

39. Can I use Family Sharing with my child's iPad?

As part of the iOS updates, Apple has incorporated a feature called Family Sharing. Family Sharing makes it easy for up to six people in your family to share each other's iTunes, iBooks and App Store purchases without sharing accounts. Pay for family purchases with the same credit card and approve kids' spending straight from a parent's device. And share photos, a family calendar and more to help keep everyone connected: <http://www.apple.com/ios/whats-new/family-sharing/>
Read through the information on iCloud Family Sharing to help you decide if this method of setting up and purchasing apps is suitable for your family.

40. Will parents need to have a credit card to register for an iTunes account?

No. Parents can set up an iTunes account without the need of a credit card. iTunes cards/voucher will replace the need for credit card details. Parents may be required to top up the account if all the credit is used. Family Sharing may require the use of a credit card.

41. Will students be required to purchase other apps during the school year?

Yes, during the year students may be required to purchase other apps aligned with current curriculum content. The College recommends parents purchase a \$25 iTunes card to cover the cost of these if needed.

SECTION E– GENERAL ISSUES**41. Will students be able to put their music on the device?**

Yes. Students are able to place their purchased music on the device allocated to them at their parents discretion.

42. Are students allowed to install games?

Yes. The device can be personalised by students, but priority should be given to educational Apps recommended by the school. Ideally games should be uninstalled during the school term and only downloaded on school holidays. Again at parents discretion. Our preference is that these are seen as educational devices.

Any loaded software applications or Apps which are not on the school's specified app list are to be restricted to home use. This is enforced by our MDM ZuluDesk when students are on campus. Keeping in mind, that as the sole purpose of the iPad's use at UFCC is for educational pursuits, loading excessive amounts of software and apps will impact the performance of the iPads generally. In so much, that iCloud and storage capacities may become limited or exceeded.

43. What if the storage on my child's iPad is full?

This generally occurs if the iPad has too many apps on it and/or apps are updated. With this comes the fact that the updated apps are generally larger in size, hence, use more storage space. In particular, this can quickly impact the performance of the iPad for school use. If the iPad's performance or storage is affected, personal apps will need to be deleted immediately. However, it is worth noting, that deleted apps are never permanently deleted; they are simply removed from the iPad and just as easily, can be reloaded.

44. Will the device add extra weight to their school bags?

The recommended device weighs @700 grams and will add minimal weight to students' school bags. We have replaced a number of heavier texts with eBook or software versions.

45. What if my child forgets to bring their iPad to school on a day?

If there is an alternate iPad available, they may be able to borrow it for the day. It is really no different to a child forgetting their maths book on the day of maths.

It is felt that the children will quickly adapt to accepting responsibility of their iPad and it should become as second nature to them as bringing their school bag to school each day!

46. As a parent I don't know much about computers - will there be any support for parents if the iPads are to be used at home?

Documentation assisting with the setup of the iPad can be found on the school website and further information on the Apple website: <https://tips.apple.com/en-au/ios/ipad>

Every year we have provided workshops for parents. Should there be significant community interest we will offer Bring Your Child's iPad evening workshops. Children will also be taught all necessary skills such that the need for parent involvement should be minimal - children learn quickly and will soon be in a position to assist you in your own learning!

If you have any other questions, queries or concerns, please contact the Head of Junior School and/or Director of Learning Technology. Also, look out for updates in the school newsletter or website.