

Primary Template

Guidelines

The Department has provided this template for schools to modify in order to develop their own Acceptable Use Agreement, (AUA) relevant for their school context. Please note, the AUA is not a legal document.

The AUA is an opportunity to describe the programs and processes a school has in place to support students to be safe, ethical and responsible users of digital technologies. It outlines the expected behaviour of students and seeks informed agreement.

Schools are encouraged to promote and discuss the AUA at parent information sessions and support parents with regular updates and resources to help them at home.

Inclusion of student voice in the AUA can support ownership by students, assist with addressing relevant issues and share knowledge of current technologies and social media sites.

A school's AUA must be accurate, distributed to all students and their families and reviewed regularly.

Schools also need to consider their responsibilities in protecting students' personal information and privacy when using digital technologies:

See: [Online Services](#)

<https://edugate.eduweb.vic.gov.au/Services/legal/Information%20Sheets%20%20Documents/Information%20Sheet%20-%20Online%20Services.pdf>

Parents must be fully informed of the sites their children are joining. Schools need to create student email accounts which are non-identifiable to facilitate the use of digital technologies and the internet:

See: [Student accounts](#)

www.education.vic.gov.au/school/teachers/support/pages/tecsupport.aspx

Using the template

Schools may use this template as a guide to develop their own AUA. Schools can modify content to make it relevant to their school context.

A final AUA should include:

- **A school profile statement** describing how the school educates students to be safe, responsible and ethical users of digital technologies
- **An educational rationale** outlining the programs, technologies and approaches the school is using to support student learning with digital technologies. Schools could include a list and description of the online services they are using, and describe their approach to managing students' personal information and data when using those digital tools
- **A student declaration** outlining the conduct expected of students when using digital technologies. This should be aligned to a school's Student Engagement Policy
- **Acknowledgement** section for students and parents to declare their understanding of the AUA by providing their signature

Schools may also include:

- **Information** on ownership, use, care and support of devices where appropriate. Schools can also include the sites or processes for software / App access and updates. The agreement should adhere to the Personal Device Policy considerations of affordability, device choice, equity and in engaging the school community (see: www.education.vic.gov.au/school/principals/spag/management/Pages/personaldev.aspx)

More information to support schools is available in this digipub <http://www.digipubs.vic.edu.au/pubs/planning-for-1-to-1/planning-for-1-to-1-overview>

*This section describes the positive actions of the school to support and educate students to be safe, responsible and ethical users of digital technologies. **Modify text to reflect school arrangements.***

School profile statement

At {School Name_____} we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This form outlines the School's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

At our School we:

- Have a **Student Engagement Policy** that outlines our School's values and expected student behaviour. This Policy includes online behaviours;
- Have programs in place to educate our students to be safe and responsible users of digital technologies (*Schools - Include any specific programs or approaches the school undertakes*);
- Educate our students about digital issues such as online privacy, intellectual property and copyright;
- Supervise and support students using digital technologies in the classroom;
- Use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity, and other measures;
 - See: [Duty of Care and Supervision](#)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/prindutycare.aspx)
- Provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed
- Use online sites and digital tools that support students' learning;
- Address issues or incidents that have the potential to impact on the wellbeing of our students;
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- Support parents and care-givers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home. The following resources provide current information from both the Department of Education & Training and The Children's eSafety Commission:
 - [Bullystoppers Parent Interactive Learning Modules](#)
(www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx)
 - [iParent | Office of the Children's eSafety Commissioner](#)
(<https://www.esafety.gov.au/education-resources/iparent>)

*This section describes standard expected behaviours when using digital technologies. It is recommended that teachers work through the behaviours with students before the AUA is sent home for parent discussion and agreement. Inclusion of student voice will increase ownership and relevance. **Modify text to support school arrangements.***

Safe, responsible and behaviour

When I use digital technologies I **communicate respectfully** by:

- always thinking and checking that what I write or post is polite and respectful
- being kind to my friends and classmates and thinking about how the things I do or say online might make them feel (*ask students to reflect on how they would feel.*)
- not sending mean or bullying messages or forwarding them to other people.
- creating and presenting my own work, and if I copy something from online, letting my audience know by sharing the website link to acknowledge the creator.

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 friends' information in the same way
- protect my passwords and don't share them with anyone except my parent
- only ever join spaces with 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.

When I use digital technologies I **respect myself and others** by thinking about what I share online. This means I:

- stop to think about what I post or share online
- use spaces or sites that are appropriate, and if I am not sure I ask a trusted adult for help
- protect my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- speak to a trusted adult if someone is unkind to me or if I know someone else is upset or scared
- don't deliberately search for something rude or violent
- turn off or close the screen if I see something I don't like and tell a trusted adult
- am careful with the equipment I use.

At school we/I have:

- discussed ways to be a safe, responsible and ethical user of digital technologies.
- presented my ideas around the ways that I can be a smart, safe, responsible and ethical user of digital technologies.

I will use this knowledge at school and everywhere I use digital technologies

This section can be used with students to express their own ideas about safe, responsible and ethical behaviour after working through the discussion points. It may be included as part of the final Acceptable Use Agreement sent home to parents for discussion and agreement.

My ideas on safe and responsible behaviour

When I use digital technologies I **communicate respectfully**. This means I:

(write or draw...)

When I use digital technologies I **protect personal information**. This means I:

(write or draw...)

When I use digital technologies I **respect myself and others**. This means I:

(write or draw...)

This certificate is a record of a student's agreement to be a safe, responsible and ethical user of digital technologies. Provide after working through the discussion points and student's own ideas. It may be retained as part of the Acceptable Use Agreement sent home to parents and could also be saved as a screen background on a student's personal device.

Student agreement/licence

Student agreement/licence

(principal or teacher)

acknowledges the commitment of

(student)

to being a polite, safe, responsible and ethical user of digital technologies.

As a student I continue to learn to use digital technologies safely and responsibly.
I will ask a trusted adult for help whenever I am unsure or feel unsafe.

Student's signature

Teacher/Principal's signature

Date



This section describes ownership, care, use and support of school owned devices. Remove this page if not applicable or modify text to reflect school arrangements.

1-to-1 devices - considerations for inclusion

Ownership and insurance

Damage or loss of equipment

User responsibilities

Use at home/ School support

Software / App updates and processes

Providing personal access to devices in implementing 1-to-1 programs to positively impact learning is complex and requires considerable planning. The Department has a range of resources to assist schools with planning a roadmap and suggested implementation ideas to ensure successful programs where practice aligns to policy. For more information, access:

Planning for 1-to-1 Learning DigiPub - This publication provides advice on what schools need to consider when making informed decisions about 1-to-1 program (see: <http://www.digipubs.vic.edu.au/pubs/planning-for-1-to-1/planning-for-1-to-1-overview>)

Here are three Victorian School examples.

Milgate Primary School

http://www.milgateps.vic.edu.au/app/webroot/uploaded_files/media/11_ipad_program_acceptable_use_policy.pdf

Emerald Secondary

https://www.emeraldsc.vic.edu.au/site/assets/files/7062/1to1_handbook_2017.pdf

Warrenwood Primary School

http://www.warrenwood.vic.edu.au/uploaded_files/media/aua_for_ipad_program.pdf

This AUA applies when digital technologies are being used at school, during school excursions, at camps and extra-curricular activities, and at home.

Signature

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 school's Student Engagement Policy if I do not behave appropriately.

Student name: _____

Student signature: _____

School contact name for support and /or agreement : _____

School contact no.: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____