

Hilder Road State School

**BYO iPad Program Charter**



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The Hilder Road State School ***BYO iPad Program***:

* Enables personalisation of student learning through access to rich learning resources;
* Best facilitates the development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity;
* Allows continuous access to educational materials allowing learning efficiency to happen anywhere, anytime;
* Provides an engaging, interactive environment for learning;
* Strengthens links between home and school, giving parents the opportunity to see, every day, what their child is learning at school and have relevant, timely, accurate and quality conversations around student learning and progress;
* Allows students the opportunity to display prior knowledge of topics and thus be co-constructive in their own learning journey.

*History of the BYO Program at HRSS*: In 2015, 58 students in Years 2 and 4, brought their own iPad to support them with their learning. From 2019, all classes in Year 5 and 6 were afforded this opportunity, and in 2020, the program was extended to Year 4. We strive for improved outcomes in learning engagement, learning productivity, home/school partnership, academic results and students’ skillset. The iPads have proved to be a very useful tool to support student learning and are the only BYO device allowed at Hilder Road State School.

The advantages of using the iPad include:

Access knowledge and information through the vast range of content and creation apps (many of which are free) to support student learning;

Access to a wealth of information on the Internet when they need it (using the speak ability via settings to read text for those students in the lower year levels or students with lower literacy levels than their peers) through wireless connectivity;

Access to rich media including digital stories, image and video;

Increased productivity through quick loading of apps and quick response of the iPad;

The iPads operating system is very reliable, ensuring maximum up-time;

Provides simple yet sophisticated text, audio and video-based communication facilities for collaboration with peers, teachers and experts in a local, national or global context;

Ability to personalise learning and provide work targeted at the correct level for students;

High student engagement both independently and collaboratively.

For inclusion in the iPad BYOD Program 2025, the following requirements must be met:

* Provision of acceptable iPad device;
* Installation of all required apps;
* Completion of all required forms.

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**Key dates for 2024/2025:**

* Thursday, November 20th 4.00pm – BYOD iPad information session for current Yr 3 parents.
* Wednesday, January 29rd – Years 5 & 6 students to bring their iPad and ALL paperwork must be returned.
* Thursday, January 30th – Year 4 students to bring their iPad in and ALL paperwork must be returned.
* Wednesday, February 5th – All students in Years 4-6 to participate in Cybersafety Program (delivered by Internet Safe Education).
* Wednesday, February 5th 5.00pm– families who are new to BYOD iPad program, attend Set-up and Cybersafety session for parents and children.

**BYO iPad Program FAQs**

Q: Why allow only iPads and no other mobile devices or laptops?

***A: We believe in a consistent approach to ensure best productivity with regards to maximising student learning outcomes and providing technical support to students and parents when necessary.***

Q: How much of the day will the iPads be used? Will the students still be using pencil and paper as well as handwriting?

***A: Yes, students will still continue to use pencil and paper and to practise handwriting. The amount of time that students will spend on their iPad each day will vary from year level to year level, class to class, student to student and even day to day. The amount of time will also vary, based on how well the iPad, as a tool to support learning, benefits individual students.***

Q: Will the iPads be managed at home or at school e.g. loading apps, updating the device?

***A: The iPads can be managed at home OR parents can nominate for the school to manage this. For either option, the school can provide some technical support at school if the need arises. Parents can choose to load additional apps that are not necessarily required by the school however the use of such apps that are not of educational value, will be limited at school. Also, school required apps may need a majority of an iPad’s storage capacity.***

Q: Will I be expected to purchase a brand new iPad and do I have to purchase from a particular store e.g. Apple?

***A: No, you can choose to use an iPad that you already own or purchase a used iPad provided it meets the minimum requirements listed on page BYO iPad Information Pack. If you do purchase a new iPad, you are welcome to choose your own preferred supplier.***

Q: Should we purchase a case/cover for the iPad and if so, which one should we buy?

***A: Yes, a case/cover is required for your child’s iPad. There are many competitively priced cases and covers on eBay or you can choose to purchase from a local store. A fully enclosed case with a clear tempered glass screen protector may be the most protective case for an iPad. We recommend that the case should protect both the front and back of the iPad. We will not recommend a store where you can purchase a case or cover. You should also consider purchasing a waterproof sleeve to put the iPad (in its case) inside e.g. wetsuit material, in case of drink spillage in your child’s bag.***

*Q: Is a separate keyboard required?*

***A: Optional. A separate keyboard is not required.***

Q: Will students continue to have access to computers and other technologies?

***A: Yes. All students at Hilder Road SS will continue to have access to laptops and other relevant technologies to support them with their learning.***

*Q: Can my child bring a 3G/4G/5G enabled iPad without the SIM?*

***A: No. The reason why we do not want external controlled Internet access is that students who use our school wireless are also going through Department of Education Internet filters, helping prevent and protect our students from accessing inappropriate content.***

*Q: Are we required to purchase a stylus pen?*

***A: Yes. Please check with your supplier that your selected stylus is compatible with your child’s iPad.***

*Q: When buying a used iPad, what do I need to be aware of?*

***A: Every iPad has a serial number and with this number, Apple track the date and place of purchase, length of any remaining warranty, and whether it has been reported as stolen. Before buying a used iPad, it may be worthwhile noting the serial number and contacting Apple Care.***

*Q: Is my child required to know our Apple id and password?*

***A: No. But under Family sharing the student will have their own Apple id and password that is connected to the family’s iTunes account.***

*Q: I can’t remember the passcode that is set on my iPad and it is locked. How do I unlock it?*

***A: You will need to restore the iPad to a previous backup. Many students have locked themselves out by forgetting their passcodes over the past year, and most have not made backups meaning all data has been lost***.

**Information for Students and their Parents about Acceptable Usage**

**Acceptable device use**

Students must follow the school rules when using their iPad:

**Harmonious**

**Engaged**

**Responsible**

* **Organised**

Communication through internet and online communication services must comply with Hilder Road State School’s [Student Code of Conduct](https://hilderroadss.eq.edu.au/supportandresources/formsanddocuments/documents/hrss%20student%20code%20of%20conduct.pdf) available on our school website.

Examples of acceptable use include:

* engagement in class work and assignments set by teachers
* developing appropriate 21st Century knowledge, skills and behaviours
* authoring text, artwork, audio and visual material for publication on the Intranet or Internet for educational purposes as supervised and approved by school staff
* conducting general research for school activities and projects
* communicating or collaborating with other students, teachers, parents, caregivers or experts as part of assigned school work
* accessing online references such as dictionaries, encyclopaedias, etc.
* researching and learning through the school’s eLearning environment
* ensuring the device is fully charged before bringing it to school to enable continuity of learning
* ensuring the device is regularly backed up

Students should be courteous, considerate and respectful of others when using their iPad.

**Unacceptable device use**

Examples of unacceptable use includes:

* using the device in an unlawful manner
* downloading (or using unauthorised software for), distributing or publishing of offensive messages or pictures
* using obscene, inflammatory, racist, discriminatory or derogatory language
* using language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
* insulting, harassing or attacking others or using obscene or abusive language
* deliberately wasting printing and Internet resources
* intentionally damaging any devices, accessories, peripherals, printers or network equipment
* committing plagiarism or violate copyright laws
* using unsupervised internet chat
* sending chain letters or spam email (junk mail)
* accessing private 3G/4G/5G networks during the school day
* knowingly downloading viruses or any other programs capable of breaching the department’s network security
* using the device’s camera anywhere a normal camera would be considered inappropriate, such as in toilets
* invading someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
* students should not divulge personal information (e.g. name, parent’s name, address), via the Internet or e-mail, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

**What is expected of schools when providing student’s with access to ICT facilities?**

The school will provide information in relation to student access and usage of its network and reserves the right to restrict/remove student access to the intranet, extranet, internet or network facilities if parents or students do not adhere to the school’s network usage and access guideline/statement.

The school will educate students on cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to incorporate these safe practices in their daily behaviour at school.

Where possible, internet usage by students will be considered and prepared prior to class engagement, including, filtering and checking sites students are directed to visit. An assessment should be made of the appropriate timeframe for access to the internet for completing the set task or duration a student should have access to the internet (e.g. during schools hours, outside of school hours).

**What awareness is expected of students and their parents?**

**Students and their parents should:**

Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the school’s ICT network facilities and ensure they have the skills to report and discontinue access to harmful information if presented via the internet or e-mail;

Be aware that the ICT facilities should be utilised with good behaviour as stipulated under the Student Code of Conduct; and that students breaking these rules will be subject to appropriate action by the school. This may include restricted network access, or loss of BYO privilege, for a period as deemed appropriate by the school;

Be aware that access to ICT facilities provides valuable learning experiences, therefore giving the student educational benefits in line with the school’s educational program;

Be aware that the internet gives access to information on and from a wide variety of organisations, subjects, people and places with origins from around the world. While filtered, the school cannot control all information accessed through the internet; and information may be accessed or accidentally displayed which could be illegal, dangerous or offensive, with or without the student’s immediate knowledge; and

Understand that teachers will always exercise their duty of care, but protection, mitigation and discontinued access to harmful information requires responsible use by the student.

**Internet Use at School**

At school, students must agree to follow the *ICT Responsible Use Procedure* in relation to Internet Use. Internet access is provided by Department of Education’s Managed Internet Service (MIS) and provides students with Content-filtered Internet access and Virus-filtered email.

MIS provides the means to filter students’ access to web pages from a global level; controlled by Department of Education and from a school level when appropriate.

**Internet Use at Home**

The iPads can be configured to connect to a home wireless or wired network. This configuration can be performed as with a normal iPad.

**E-Mail Use**

While at Hilder Road SS, students have access to a Department of Education email account, which they can access from home and school for the purposes of learning. Email traffic is monitored for inappropriate use, content and language. Email is introduced and used at the class teacher’s discretion.

## Digital citizenship

Students should be conscious creators of the content and behaviours they exhibit online and take active responsibility for building a positive online reputation. They should be conscious of the way they portray themselves, and the way they treat others online.

Students should be mindful that the content and behaviours they have online are easily searchable and accessible. This content may form a permanent online record into the future.

Interactions within digital communities and environments should mirror normal interpersonal expectations and behavioural guidelines, such as when in a class or the broader community.

Parents are requested to ensure that their child understands this responsibility and expectation. The school’s Student Code of Conduct also supports students by providing school related expectations, guidelines and consequences.

## Cybersafety

If a student believes they have received a computer virus, spam (unsolicited email), or they have received a message or other online content that is inappropriate or makes them feel uncomfortable, they must inform their teacher, parent or caregiver as soon as is possible.

Students must never initiate or knowingly forward emails, or other online content, containing:

* a message sent to them in confidence
* a computer virus or attachment that is capable of damaging the recipients’ computer
* chain letters or hoax emails
* spam (such as unsolicited advertising).

Students must never send, post or publish:

* inappropriate or unlawful content which is offensive, abusive or discriminatory
* threats, bullying or harassment of another person
* sexually explicit or sexually suggestive content or correspondence
* false or defamatory information about a person or organisation.

Parents, caregivers are encouraged to read the government’s [iParent resource website](https://www.esafety.gov.au/education-resources/iparent) with regard to supporting Cybersafety.

## Web filtering

The internet has become a powerful tool for teaching and learning, however students need to be careful and vigilant regarding some web content. At all times students, while using ICT facilities and devices, will be required to act in line with the requirements of the Student Code of Conduct and any specific rules of the school. To help protect students (and staff) from malicious web activity and inappropriate websites, the school operates a comprehensive web filtering system. Any device connected to the internet through the school network will have filtering applied.

The filtering system provides a layer of protection to staff and students against inappropriate web pages, spyware and malware, peer-to-peer sessions and scams and identity theft.

This purpose-built web filtering solution takes a precautionary approach to blocking websites including those that do not disclose information about their purpose and content. The school’s filtering approach represents global best-practice in internet protection measures. However, despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed. Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Students are required to report any internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside the Queensland DoE network must also be reported to the school.

The personally-owned devices have access to home and other out of school internet services and those services may not include any internet filtering. Parents/caregivers are responsible for appropriate internet use by their child outside the school.

Parents, caregivers and students are also encouraged to visit the [Australian Communications and Media Authority’s CyberSmart website](https://esafety.gov.au/) for resources and practical advice to help young people safely enjoy the online world.

## Privacy and confidentiality

Students must not use another student’s or staff member's username or password to access the school network or another student’s device, including not trespassing in another person's files, home drive, email or accessing unauthorised network drives or systems.

Additionally, students should not divulge personal information via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school. It is important that students do not publish or disclose the email address of a staff member or student without that person’s explicit permission. Students should also not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. They should ensure that privacy and confidentiality is always maintained.

**Technical Issues**

Technical issues are resolved in a number of ways. All teachers are provided with and taught basic troubleshooting skills to ensure minor issues, e.g. WiFi connectivity, can be fixed within class and students continue seamlessly with learning. If issues are continual or larger in nature, the student can access the school's technician for help. This help is available on Wednesdays and Fridays and the technician is based in the Office building.

## Intellectual property and copyright

Students should never plagiarise information and should observe appropriate copyright clearance, including acknowledging the original author or source of any information, images, audio etc. used. It is also important that the student obtain all appropriate permissions before electronically publishing other people’s works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.

Copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

## Monitoring and reporting

Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, the school may be required to provide the authorities with access to the device and personal holdings associated with its use.

## Misuse and breaches of acceptable usage

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services.

The school reserves the right to restrict/remove access of personally owned mobile devices to the intranet, internet, email or other network facilities to ensure the integrity and security of the network and to provide a safe working and learning environment for all network users. The misuse of personally owned mobile devices may result in disciplinary action which includes, but is not limited to, the withdrawal of access to school supplied services.

**Classroom Management**

**Home-school partnership:** One of the benefits of a family owned device is that families will have access to work done by students at school. Families are then able to enjoy the learning process in a more immediate way by asking students if there is anything new on their iPad or by checking themselves.

**Homework**: A range of homework activities are undertaken by students at Hilder Road State School. Individual teachers have their own arrangements for homework tasks and these are made known to parents at the start of each year. Some of these tasks might be iPad tasks, some might be paper based, or some might be home experiences that they report on in a variety of ways.

**Writing**: Students will continue to use handwriting as their primary form of communication in a classroom. As handwriting is part of the Australian Curriculum, Hilder Road State School follows these guidelines for this.

**iPad not brought to class; iPad not charged; App not loaded; Lack of file space on iPad**:

If a student is unable to use their iPad for a task the teacher will make a variety of accommodations to enable the student to participate in the lesson. The student might use a school iPad or the teacher’s iPad. The student might share an iPad with another student. The student might be required to use a book and pencil.

**iPad using time better spent on traditional learning tasks such as public speaking, handwriting, drawing**: The Australian Curriculum informs decision making about time allocations in a classroom however as a general rule, students will still be expected to learn public speaking, handwriting, a variety of art techniques, and physical education.

**Distraction:** Teachers will respond to student misuse of iPads using their existing classroom rules.

**Learning Styles:** iPads are ideal for addressing a range of different learning styles. Rather than every student using the same lesson/worksheet, teachers are able to create a variety of differentiated outcomes for students to work on the same/similar concept on their iPads. Students also have many opportunities to choose their own style/format of presentation (as required in the ICT capabilities) using an iPad rather than when all students are using pencil and paper only.

**iPad usefulness:** iPads have a wide range of applications in the primary classroom. The camera/video capabilities are an important capability. Using a laptop for photo or video manipulation or annotating is very time consuming and difficult for children and iPads make these tasks much more approachable. As well as the camera, iPads have a range of apps which enable students to demonstrate their understanding of a concept, create multimedia presentations, share work with other students and their parents, and as the least important aspect of classroom lessons, practice repetitive learning tasks in a fun and engaging way.

General Care **(Students are responsible for the general care of the iPad)**

## General Precautions

* It is recommended that food or drink should not be next to your iPad when in use.
* Cords, cables, and removable storage must be inserted into, and removed from the iPad carefully.
* Students should never carry their iPad while the screen is open, unless directed to do so by a teacher.
* The iPad should never be left in a car or any unsupervised area.
* Students are responsible for ensuring the battery is charged for school each day.
* iPads are to be kept in bags before school and returned to bags immediately after school for security and safety reasons.
* The iPads will be secured in locked storage during school when the classroom is not in use.

## Transporting the iPad

A protective iPad carry bag has sufficient padding to protect the equipment from normal treatment and provide a suitable means for carrying the iPad to and from school. The guidelines below should be followed:

* The iPad should always be within a protective case when carried.
* A waterproof sleeve is recommended to avoid the iPad getting wet (drink bottles should be kept in a different compartment in a child’s backpack) and for further protection.

## Screen Care

The screen can be damaged if subjected to rough treatment. They are particularly susceptible to damage from excessive pressure and can be costly to repair.

* Do not lean on the top of the iPad.
* Do not place anything near the iPad that could put pressure on the screen.
* Do not place anything in the carry case that will press against the cover.
* Clean the screen with a soft, dry cloth or anti-static cloth.

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## Occupational Health and Safety

Students are advised to consider the following advice when using their iPad.

* Taking regular rest breaks (at least every 20 minutes; more often if the setup is not ideal to allow muscles and vision to recuperate).
* Working in an environment free from glare.
* Using the iPad on a desk rather than on the lap whenever possible.
* Changing the viewing angle to minimise the need to bend the neck.
* Using a chair that maintains good posture.
* Reducing the need to carry the iPad (where practicable).



**Potential Hazards**

The main feature of mobile devices that causes problems is the minimal amount of ergonomic adjustment – this promotes poor posture.

If the screen is at the optimal height for the operator then the keyboard is too high, and if the keyboard is at the optimal height then the screen is too low. Both scenarios may contribute to muscle discomfort or strain to varying degrees.

Potential injuries that can occur through using iPads include:

* Occupational Overuse syndrome (OOS) [also known as repetitive strain injury (RSI)] as a result of sustained unnatural postures and/or prolonged tension on muscles, tendons, and other soft tissues.
* Eye strain through use in environments where there is poor lighting, glare, or reflection, and as a result of straining to view details on small screens.
* Manual handling strain through carrying the iPad for extended periods and/or lifting them out of awkward spaces. Strain may be the aggravation of an existing injury.
* Tripping hazards can also exist where the mobile device has external cables attached such as mains power cords or external drive connectors.

**Minimising the Risk of Strain or Injury**

* Where possible, place the iPad on a desk at a height where the elbows are at 90 degrees and the wrists kept straight.
* Wherever possible sit in a comfortable chair at a desk.
* Take frequent rest breaks at least every 20 minutes but more often if the setup is not optimal to allow eyes and muscles to recuperate.
* Avoid using the iPad for extended periods (maximum of 2 hours in any session).
* Setting the screen at an angle that reduces, as far as possible, the need to bend your neck and minimises reflection.

**Preventing Eye Strain**

* Eyestrain and headaches can be caused by the constant viewing of small objects on small screens, incorrect monitor position, or glare or reflection from lighting sources. The risk of eyestrain can be reduced by ensuring students:
  + Work in environments free from glare or reflection.
  + Have adequate lighting.
  + Increase font size for comfortable viewing.
  + Position the iPad screen for comfortable viewing distance.
  + Take frequent rest breaks. (An old but valid idea is the 20/20 rule that states “every 20 minutes look at something about 6 metres for 20 seconds”).
  + Regularly blink to lubricate your eyes.
  + Adjusting the screen brightness, colours and/or contrasts can also assist in reducing eyestrain.

**References**

* Australian Standard AS 3590 (1990) screen-based workstations, workstation furniture and input devices.
* Occupational Overuse syndrome – Keyboard Operators: Reducing the Risk.
* Using your device safely, Department of Education, Victoria.
* <https://esafety.gov.au/>
* We acknowledge the assistance of Ashgrove State School and Kenmore South State School in the preparation of these documents.

**BYO iPad Program Supported Device Requirements**

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| Device name | Wi-Fi Model | 3G/4G/5G |
| iPad Air 4,  iPad 6, 7, 8 or 9 Gen,  iPad Pro 2,3,4,5  32GB MINIMUM | Yes | No |

Apple devices meet the specifications for Department of Education and will work quickly and easily on our network at school and for you at home (Internet access is via wireless). Network and platform maintenance costs to support the successful operation of the iPad devices at school will be covered by the school however hardware issues are the responsibility of parents. Visit the Apple website at www.apple.com.au for information about Apple warranty.

**Charging the Device and Battery Maintenance**

iPads brought to school will need to be fully charged. **The power supply will not be required to be brought to school.** The school will have a number of iPad power supplies to charge the iPad in the event of a battery being depleted. Leaving power supplies at home reduces the weight of the equipment student’s transport to and from school and reduces likelihood of damage and/or loss.

The battery life of portable devices is improving as technological enhancements are made. To get the most out of the battery life of the iPads, follow these simple tips:

* Reduce the screen brightness to a comfortable level
* Lock the iPad screen when not in use
* Close all running apps when not in use
* At least once a week, drain the battery to 0% and fully recharge to 100%. This will aid the life of the battery.

**Other Privately Owned Devices**

Apple iPads are the only mobile device allowed to be brought to school as part of the ***BYO iPad program*** at Hilder Road SS. Hilder Road State School will not sanction any other privately owned devices connecting to the school network, other than the devices nominated in the ***BYO iPad program*** supported devices section. This exclusion includes all other private iPads, and mobile broadband devices. The policy has been enacted to prevent exposure of the school network to security risks.

**Mobile Network (3G, 4G, 5G future) Connectivity**

Due to school-based policy, 3G, 4G and 5G compatible devices are not allowed into school. This includes mobile phones, mobile broadband devices and any other device with the capability of connecting to an external cellular network. This policy has been made to ensure that our school network is not compromised and that students are not able to access an unfiltered internet connection whilst at school. Unfortunately there is no way to block a cellular connection from iPads with this capability.



## Security, Insurance and Finance

While the BYO iPads will be stored during break times, parents are encouraged to seek personal insurance. Check with your preferred insurance company (or even the iPad reseller) about your personal insurance at home and, to and from school, for your iPad.

The school cannot enter into any finance arrangements with families for the iPads.

## Damage in transit

All iPads will require a protective case when being transported. This will be an additional cost but is well worth the outlay as it is the best form of insurance for iPads and will often protect the device from impacts and accidents. An additional sleeve to place the iPad in cover in is also recommended.

## Required apps

Each privately owned iPad in the BYOD program will require necessary apps to be purchased and installed by parents (most are FREE) or leased from the school, with the school pushing apps out to the iPad.

At Hilder Road State School, criteria is used to select required apps for the Hilder Road BYO iPad Program (final approval for app selection is by the Principal or delegate). The 2 levels of required apps at Hilder Road SS are:

* Core apps list (most classes at Hilder Road SS use these apps)

An apps audit will occur at the end of each year to finalise required apps for the following year. Hilder Road SS will endeavour to monitor apps for changes to ensure they continue to comply with our apps selection process.

Apps may be requested by the individual classroom teacher to support class learning or recommended to individual students to support individual students’ specific learning needs.



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| ***iPad Specifications*** |
| **Minimum Specifications for the iPad**   * iPad Air 3, iPad 6th, 7th , 8th or 9th Gen, iPad Pro or the latest available model * The minimum storage required is 32GB (larger is preferred) * No 3G/4G/4G or 5G cellular models will be accepted unless the sim card is removed * The latest version of iPadOS available should be installed to avoid software and connectivity complications. The latest iPadOS version at this time is 15. (iPads will continue to require software and app updates throughout the year) * Protected by a case rated to MIL-STD 810G- ie. STM Dux, Griffin Survivor, Otterbox etc. (preferred) * A stylus (eg: Apple pencil, Logitech Crayon or other compatible stylus) * A keyboard is optional and is dependent on your child’s preference.   NOTE: iPad mini is not an acceptable device for our iPad programme due to the small screen size.  Apps lists  There is a list of Core apps required by all students taking part in the programme. If specific classes require additional apps, then class teachers will notify you at the commencement of next year.  Please ensure that you install all of the listed apps before the beginning of the school year. Like iPadOS, we request that you keep the apps up to date through the app store to avoid your child being unable to complete tasks.  It may also be necessary to purchase and/or download additional apps throughout the year that the teacher feels will benefit student learning in their classroom, so we request that there always be credit available in the app store for these purchases. |

