Wow – we are now into the last week of term 2 - the end is nearly here to a very busy, fun filled term. It’s amazing the range of opportunities, extra-curricula activities and experiences the children at Eppalock PS have been exposed to in Term 2.

Confucius Classroom Celebration Day
Yesterday we had a wonderful celebration of all the work the children have done in the Confucius Classroom program this year. The students demonstrated their Chinese language skills and also made some yummy dumplings! Thank you to the parents who came along and joined in the celebrations. Your support is always appreciated and it was fantastic to see how far the students’ Chinese language skills have developed in only a semester!
Special thanks to our Chinese teachers Chunjing Zhang & ChangHui Li for all their hard work this semester and for organising the celebration day yesterday!

Early School Finish End of Term
Term 2 concludes this Friday 27th June and students will be dismissed at 1.30pm. After School Care will run till 3.30pm. Please let the school know asap if your child will be in After School Care on this day. Please Note—the school bus will leave from school at 1.30 pm for the afternoon run.

Working Bee
This Friday, we will be having a working bee from 12 noon onwards. If you are available and could come and lend a hand it would be greatly appreciated! A note regarding this has been sent home to all families.

Items in the First Portable
If you would like any of the items which are left in the first portable (old 5/6 portable, next to the covered way) please come and take it now. Anything which has not been collected by tomorrow night, will be disposed of.

Mid Year Student Report
Mid Year Student Reports will be sent home Thursday afternoon for all students.

Policies
Please find attached the new RE policy along with the ICT internet use policy. These documents need to be read, signed and returned to school ASAP.

Thankyou all for your hard work, ongoing help and support this term.
We hope you all have a safe and restful holiday and look forward to seeing you all on Monday 14th July to start off Term 3.
REMININDERS …

- **PREMIER’S READING CHALLENGE**—don’t forget to keep reading and books are available to be borrowed over the holidays. See Mrs Lindhe or Ronda.

- **ACTIVE AFTER SCHOOL** program concludes Thursday for this term. After School Care will be available from 3.15 pm—5.30 pm (6.00 pm by arrangement) each day.

- **SCHOOL ACCOUNTS**—if you are using direct deposits into the school account, please ensure you include your family or child’s name on the transaction. Bank details –

<table>
<thead>
<tr>
<th>Account Name</th>
<th>Eppalock Primary School Council Official Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank</td>
<td>Commonwealth Bank</td>
</tr>
<tr>
<td>Account BSB</td>
<td>063 506</td>
</tr>
<tr>
<td>Account Number</td>
<td>10152204</td>
</tr>
</tbody>
</table>

AWARDS

Congratulations to the following students who received awards this week …

- **APRIL**—FOR DOING SOME BEAUTIFUL WRITING
- **SILVER**—FOR WORKING WELL ON RAINBOW READING
- **ABBY**—FOR ALWAYS BEING A RESPONSIBLE CLASS MEMBER

VALUES AWARD FOR BEING HONEST & TRUSTWORTHY

was presented to …

BRIDIE

ATTENDANCE

CONGRATULATIONS ALSO TO THE FOLLOWING STUDENT WHO HAVE HAD AT LEAST 98% ATTENDANCE FOR THIS SEMESTER;

- Pippa 100%
- Sienna 100%
- Banjo 100%
- Bella 100%
- Bridie 98%
- River 98%
- Will 98%
- Tilly 98%
- Mackenzie C 98%
- Mac L 98%
- Hannah 98%
- Cooper 98%
- Ari 98%
**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>26th</td>
<td>MARC Library</td>
</tr>
<tr>
<td>Friday</td>
<td>27th</td>
<td>LAST DAY TERM 2—1.30 pm dismissal</td>
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</tbody>
</table>

**JULY**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday</td>
<td>14th</td>
<td>First Day—Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confucius Classroom</td>
</tr>
<tr>
<td>Tuesday</td>
<td>15th</td>
<td>Drama / Music</td>
</tr>
<tr>
<td>Friday</td>
<td>18th</td>
<td>Living Green</td>
</tr>
<tr>
<td>Tuesday</td>
<td>22nd</td>
<td>BSE Music Concert (Grade 6 students)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>23rd</td>
<td>Sideline Basketball (Grade 3-6 students)</td>
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<tr>
<td></td>
<td></td>
<td>Regional Football with Axedale PS (Grade 5 &amp; 6 students)</td>
</tr>
<tr>
<td>Thursday</td>
<td>24th</td>
<td>MARC Library</td>
</tr>
<tr>
<td>Friday</td>
<td>25th</td>
<td>Schools Tree Planting Day at Axedale (Prep—Grade 6)</td>
</tr>
<tr>
<td>Monday</td>
<td>28th</td>
<td>Confucius Classroom</td>
</tr>
<tr>
<td>Tuesday</td>
<td>29th</td>
<td>Parent / Teacher Interviews (12noon—6.00 pm) PUPIL FREE</td>
</tr>
<tr>
<td>Wednesday</td>
<td>30th</td>
<td>Music / Drama</td>
</tr>
</tbody>
</table>

**AUGUST**

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Friday</td>
<td>1st</td>
<td>Parent Club Special Lunch—SOUP</td>
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</table>

**Confucius Classroom Celebration Day**
Education Maintenance Allowance

Information about changes to Education Maintenance Allowance as a result of the School Reform Agreement made between the Victorian Government and Commonwealth Government.

What is EMA?
The Education Maintenance Allowance currently provides financial assistance to low-income families to help meet costs associated with the education of their children.

How it is paid?
Parents can currently elect to have their EMA paid in one of the following ways:
- paid by direct deposit (Electronic Funds Transfer) into the parent’s bank account; or
- paid directly to the school to be held as credit which the parent can use towards education expenses; or
- paid by cheque which will be posted to the school for collection.

In 2013 over 70 per cent of parents receiving the EMA chose to have their EMA paid directly to their school. Each school would then use the funds for a range of expenses for that child.

Who is eligible?
The EMA currently provides financial assistance to Victorian families on a low income to help with the cost of educational items such as textbooks, stationery, uniforms and excursions. It is a means-tested payment - parents must hold a Centrelink or Veterans Affairs concession card to be eligible.

What is changing?
In the recent School Reform agreement signed with the Commonwealth, the Victorian Government has changed the way it helps low income families with education expenses. From 2015, the Government will distribute the funds previously used for the EMA directly to schools. DEECD will develop the arrangements to be used to distribute these funds to schools – consultation will occur with stakeholders about this.

Why?
Under the recent School Funding Reform an additional $12.2 billion will be allocated to Victorian schools.

Will my child be worse off?
No. Education funding for children will increase but will be delivered to your child in a new way through their school. The new agreement provides that schools with the most vulnerable students will receive the funding they need. The students who will benefit the most from this funding agreement are those who are the most vulnerable.
Parent Club will run a special lunch on Friday 1st August with a delicious selection of soups available. 
(details next term)

TRIVIA NIGHT—our annual Trivia Night is being organised for Term 3. We are seeking the support of family and friends with donations of Auction Items and Raffle Prizes.

If you can help, please let Nikki know.

Rius Carson—Sprit Within Exhibition at Kick Gallery, Collingwood

Opening 6.00-8.00pm Thursday June 26 2014
To be officially opened at 6.30pm by Tansy Curtin | Senior Curator | Bendigo Art Gallery
Exhibition runs June 26 - July 13 2014

If you are in Melbourne over the next few weeks, please drop in a visit Rius’ solo exhibition at Kick Gallery, 4 Peel Street, Collingwood.

Please see below the article featuring Rius, Kris & Silver from the Bendigo Advertiser on Saturday!
Are you eligible for public dental care?

All children aged 0-12 years and all Aboriginal and/or Torres Strait Islander people are eligible to access public dental services and are offered the next available appointment.

Treatment is free for people who hold a health care card; a minimal co-payment may be required for people who do not have a health care card.

Call Bendigo Health public dental service - 5454 7994 or Amy Clark, Loddon Mallee Oral Health Network on 0418 983 190.

BENDIGO BANK SCHOOL BANKING

The staff from Bendigo Bank’s Strath Hill branch visit Eppalock Primary School each TUESDAY MORNING providing a school banking service for students.

Participants in the program will use a Bendigo Piggy Bank Passbook Account and moneybox to learn about the process and the benefits of saving.

With no account keeping fees, no transaction or government fees, no penalties and no deposit restrictions—plus a lot of fun games and rewards—a Piggy Bank Passbook Account makes saving fun.

Please note—the school banking program provides a deposit service only, however, withdrawals can be made at the Strath Hill branch.

Further information is available from the school office or by calling into the Bendigo Bank Strath Hill branch.

AXE CREEK COMMUNITY FRESH PRODUCE SWAP

Do you have excess vegetables, fruit, eggs or herbs from your garden? Not sure what to do with them? Bring them to the Axe Creek Community Fresh Produce Swap at Eppalock Primary School.

If you have excess vegetables, fresh fruit, eggs, herbs or any other items, please bring them along and be part of our Fresh Produce Swap program. There are baskets on the bench in the school foyer and the process is that you can swap your produce for other produce.

If you do not have produce to swap that’s OK, just help yourself to the fresh produce displayed. You do not need to pay for any of the produce, however if you wish to make a monetary donation for anything it will be put towards our Living Green Program.

MS COMMUNITY SHOP STRATHVILLAGE IS IN NEED OF DONATIONS OF

- Good quality clean clothing
- Bric-a-brac
- Manchester
- Kitchen items
- Accessories, shoes, jewellery
- CDs, Records, DVDs, Books

Dressed by MS Community Shops
School Holiday Program

Want to try something different these school holidays? FUN ‘language experiences’ for KIDS

- French
- Italian
- Mandarin
- Spanish

Pre-schooler sessions for 2-5yrs OR
Primary-aged sessions for kids 5-12 yrs

Games, songs, fun activities – all in another language!

2hr morning sessions (9am – 11am) - $30
3hr morning sessions (9am-12noon) - $50
1 or 2 day French Drama session $80 per day (10-4 each day)

The Magic of Mandarin: Chinese cooking, costumes, e-games & craft
Spanish Fiestas: Ole! The amazing celebrations in Spain
A Day in Italy: All things Italiano - Italian picnic, sightseeing, games & fun
French Fiestas: French celebrations
French Masterchef: Cook & learn French in a Masterchef comp.
French Drama: Prepare and put on a fun Kids Play – in FRENCH!
‘Les trois petits cochons’ (The 3 little pigs). Costumes, set design

Ask us about our term-time Language Clubs for Kids

- Play-based, immersion sessions filled with games, songs, craft, drama, puppets, cooking and other fun activities.
- Gets your child learning and using the language quickly & naturally – a journey towards becoming bilingual
- 1hr sessions held weekly - afterschool or on Saturday mornings
- Mid-week (morning) 45min sessions for pre-schoolers.
- Perfect complement to your in-school LOTE
- **Free trial for all newcomers. Prices start from $165 per term**

Enquire now to Sally-Anne m: 0418 390 824
e: sally-anne.symes@lcfclubs.com.au
www.lcfclubs.com.au
Facebook page: LCF Fun Languages - Goldfields
24th June 2014

Dear Parents,

Attached is a new consent form for your child/children’s participation in Special Religious Instruction (SRI). This new form is being issued midway through the year because a new Ministerial Direction which governs the way SRI is delivered in schools has been issued, and takes effect on 14 July 2014 (the first day of Term 3).

The requirements of schools and SRI instructors are different under this new Ministerial Direction, and as a result existing parental consent does not extend into Term 3.

This form will be issued again for the beginning of the 2015 school year and, following that, annually and/or each time the school is approached by an SRI instructor seeking to deliver SRI in the school.

Please ensure that you thoroughly read the second page of the consent form, as it contains important information on what SRI is (that is, that it is not education about the religion, but instruction in how to live according to the tenets and beliefs of that religion), and the process through which it is delivered. SRI does not deliver on the AusVELS curriculum – it is an extra-curricular activity delivered by volunteers associated with religious organisations.

Your child will only be eligible to participate in SRI if you tick both acknowledgement boxes, sign, and return the consent form to school by the date specified. If SRI is offered and your child does not participate, they will be engaged in positive, educationally valuable activities while SRI is running.

Please note that even though forms are being issued, SRI sessions may not run in the school. Once consent forms have been received and compiled, I will then assess whether SRI can be offered within available resources.

In addition to reading the information on the consent form, I would encourage you to familiarise yourself with the changes to the way SRI is run, both through the Ministerial Direction (http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx) and Department of Education and Early Childhood Development policy (http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/religious.aspx).

Regards

Anne Hartney
Acting Principal
Special Religious Instruction – Parent Consent Form (CFMD141)

School Name: EPPALOCK PRIMARY SCHOOL

Date form issued: 24th June 2014

The school has been approached by a Special Religious Instruction volunteer offering SRI in the following religion: Christianity

If it is offered by the school, it will be delivered by the following instructor(s) and organisation(s) with the following religious affiliations:

Volunteer Instructor Name: Heather North, Pauline Newnham

Provider who has accredited the SRI volunteer: ACCESS Ministries

Religious affiliation/suspecting church: Christian

If it is offered, it will be delivered for 30 minutes per week. The program will be run all year.

Further information and program overview/materials may be accessed online at: http://www.accessministries.org.au/

If offered, I authorise my child/children

<table>
<thead>
<tr>
<th>Student’s Family Name</th>
<th>Student’s First Name</th>
<th>Year Level</th>
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</table>

I confirm that I have read the information about SRI on p2 of this form prior to signing.

I understand that there may be an associated fee to purchase materials for my child’s use in SRI, and that this will be collected once it is determined whether SRI will be offered in the school.

Parent/Guardian’s Name: __________________________________________

Address: _______________________________________________________

Signature: ___________________________________________ Date: __________/________/________

If you would like your child to participate in SRI, please sign and return this form to the school by ________.

If you do not return this form, your child will not participate in SRI, should it be offered at the school.

Parent Consent Form CFMD141- version 17/6/14
Special Religious Instruction – Parent Consent Information

The provision of Special Religious Instruction (SRI), delivered by churches and other religious groups, in government schools is authorised under section 2.2.13 of the Education and Training Reform Act 2006.

Special Religious Instruction Policy

SRI may only be offered and delivered in accordance with Department policy and Ministerial Direction MD141. SRI can be offered only where accredited and approved volunteer religious instructors have approached a particular school, are available to provide a special religious instruction program and where a school has the resources to comply with legal requirements and ensure that duty of care obligations are met to all students during SRI.

Schools are obliged to provide parents with this form if approached by an accredited and approved SRI volunteer. Once this form has been provided to parents and returned forms compiled, the principal will decide whether there are sufficient resources to enable SRI to be offered at the school.

MD141 and the policy are available online at http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx

What is Special Religious Instruction?

SRI is instruction in the specific religious beliefs and tenets of a religion, and is not to be confused with General Religious Education (GRE). GRE is education about religions which may or may not include using representatives of a particular faith to explain the workings and belief structure of their religion, whereas SRI programs are instruction in a particular religion and may include scriptural studies, and instruction in how to live and behave according to the tenets of the particular faith.

SRI does not provide an overview of all religions or religions. Each particular SRI offering is instruction in one faith only, provided by a church or other religious group. Given the religious nature of the program, the Department of Education and Early Childhood Development does not endorse program content used to deliver SRI by accredited volunteer instructors.

Who delivers Special Religious Instruction?

Special Religious Instruction is available to schools in a range of faiths including Christianity, Catholicism, Orthodox Christianity, Judaism, Buddhism, Hinduism, Islam, Bahá’í, and Sikhism. The religions available to schools will vary depending on whether any instructors approach the school. Currently the providers accrediting the volunteer Special Religious Instructors are:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Agency/Provider</th>
<th>Provider Website for further information</th>
<th>Provider phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholicism</td>
<td>Catholic Education Office</td>
<td><a href="http://www.ceomelb.catholic.edu.au/">http://www.ceomelb.catholic.edu.au/</a></td>
<td>9038 5028</td>
</tr>
<tr>
<td>Buddhism</td>
<td>Religions for Peace Australia (RIP)</td>
<td><a href="http://religionsforpeaceaustralia.org.au/">http://religionsforpeaceaustralia.org.au/</a></td>
<td></td>
</tr>
<tr>
<td>Orthodox Christianity</td>
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<tr>
<td>Bahá’í faith</td>
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<tr>
<td>Sikhism</td>
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<tr>
<td>Hinduism</td>
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</table>

Volunteer instructors are associated with a church or religious organisation. Their role is not that of a teacher. To obtain accreditation, they must have undertaken training through one of the providers listed above, and signed up to a code of conduct which outlines how they are to conduct themselves in a government school. It is a requirement of accreditation that volunteers have a valid Working With Children Check.

Participation in Special Religious Instruction

Participation in Special Religious Instruction is voluntary. Schools cannot place children in SRI unless parental consent is provided for a child to participate (opt-in). SRI materials are available online and via the agency delivering SRI for parents to review.

Parents are requested to complete and return this form to the school if they wish their child to participate in SRI, should it be offered at the school. If this form is not returned, the child will not participate in SRI, should it be offered. Students not participating in SRI will be engaged in educationally valuable activities that are outside the core curriculum in a separate classroom or learning space to the students participating in SRI.

If SRI in more than one religion is being offered at your child’s school, you will be provided with a consent form for each religion.

You may withdraw your child/children from Special Religious Instruction at any time by notifying the school principal in writing.

Further information

MD141 and Department policy can be accessed at http://www.education.vic.gov.au/about/department/legislation/Pages/sri.aspx
ICT (INTERNET) USE POLICY

I. POLICY STATEMENT

The internet, combined with the school’s mobile devices program, offers huge potential benefits for teaching and learning. It offers wonderful opportunities for students and teachers to contribute to the world community on the web.

Students and teachers can:

- explore the world online
- visit museums and libraries around the world
- access rich information resources to support research and investigations
- communicate and collaborate with people all over the world
- publish to the web

The School has an important role in preparing students for these ‘online communities’, even though students and teachers may not access some online communities at school (e.g. Facebook).

Before our students start to use school provided devices to explore the Internet, it’s crucial to make sure everyone understands what they should and shouldn’t be doing online.

Behaving safely online means:

- protecting their own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if something is 'not quite right' - at home this would be a parent or guardian, at school a teacher

These principles of safety and responsibility are not specific for the web but certainly apply to the use of internet at school. Just as in the real world, the virtual world of the internet involves some risks. Our School has developed proactive strategies that help to minimise these risks to our students.

2. GUIDELINES

2.1 Use of the school’s devices and/or network to access the Internet and Internet services, including electronic mail and the World Wide Web, will be governed by an Acceptable Use Procedures (AUP) for the Internet and mobile devices.

2.2 The Acceptable Use Procedures (AUP) is intended to encourage responsible maintenance and use of devices and to reflect a respect for the ability of its adherents to exercise good judgement.

2.3 Release of devices to students and independent student use of the internet at school will only be permitted where students and their parents/careers provide written acknowledgement that students agree to act in accordance with the conditions of loan and standards of conduct established in the Acceptable Use Procedures (see appendix A).
2.4 While we do not ask staff sign a written agreement the Guidelines do apply to them, staff should also be familiar with the DEECD Acceptable Use Policy which can be found at DEECD Acceptable Use Policies.

2.5 Students and staff can expect sanctions if they act irresponsibly and disregard their obligations to other users and the school as the provider of their Internet access.

2.6 Students and staff must not use the school network in breach of a law or to commit an offence.

2.7 Students who bring any mobile device to school including iPods, phones, ipads must leave them at the school office at the beginning of the day and collect them again after school. These are not allowed to be used at school under any circumstances.

3. PROGRAM

3.1.1 The use of the school's network is subject to the Acceptable Use Procedures (see appendix A). Briefly this means that the school's network can be used only by staff, students and associated individuals (e.g. visiting teachers/ community members) and only for, or in connection with the educational or administrative functions of the school.

3.1.2 The Acceptable Use Procedures (AUP) is intended to operate within and be consistent with existing school policies and procedures in areas such as:

- Anti-bullying (including cyber-bullying) and Anti-harassment
- Student Welfare

3.2.1 Responsibility and accountability for network security is the shared responsibility of all network users. It is the responsibility of staff and students to protect his/her password and not divulge it to another person. If a student or staff member knows or suspects his/her account has been used by another person, the account holder must notify a teacher or the administration as appropriate, immediately.

3.2.2 All messages created, sent or retrieved on the school’s network are the property of the school, and should be considered public information. The school reserves the right to access and monitor all messages and files on the computer system as deemed necessary and appropriate. Internet messages are public communication and are not private. All communications including text and images can be disclosed to law enforcement and other third parties without prior consent from the sender.

3.3 Independent student use of the internet on the school’s network will only be permitted where students and their parents/carers provide written acknowledgement that students agree to act in accordance with the standards of conduct established in this policy document and as set-out in the Acceptable Use Procedures (AUP).

3.4.1 For breeches of the Acceptable Use Procedures students and staff can face a number of consequences depending on the severity of the breech and the context of the situation. More than one consequence may apply for a given offence. Serious or repeated offences will result in stronger penalties:

For Students:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
• paying to replace damaged equipment
• other consequences as outlined in the school’s discipline policy

For Staff;
• Non-compliance will be regarded as a serious matter and appropriate action, including termination of employment may be taken

3.4.2 Bullying and harassment of any kind is prohibited. No messages with derogatory or inflammatory remarks about an individual or group’s race, religion, national origin, physical attributes, or sexual preference will be transmitted. Violations of any guidelines listed above may result in disciplinary action.

3.5 While the Internet may be largely a self-regulated environment, the general principles of law and community standards still apply to communication and publishing via the Internet. In addition to school penalties, there are legal sanctions for improper use of the Internet.

4. LINKS AND APPENDICES (including processes related to this policy)

The Key Link connected with this policy is:
• DEECD Using Technology to Support Teaching

Appendix A: Acceptable Use Procedures (AUP) for the mobile devices and the Internet

Other school policies which are connected with this policy are:
• The school’s Anti-bullying (including cyber-bullying) and Anti-harassment Policy
• The school’s Student Engagement & Well being Policy

5. EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Appendix A:

GUIDELINES AND CONDITIONS ACCEPTABLE USE PROCEDURES FOR THE SCHOOL’S INTERNET AND MOBILE DEVICES

Part A – Agreement to be signed by the student and parent

OUR SCHOOL ICT ACCEPTABLE USE AGREEMENT

Our School believes the teaching of cyber safety and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching.

Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home. Some online activities are illegal and as such will be reported to police.
Part A - School support for the safe and responsible use of digital technologies

Our School uses the Ultranet, internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the Ultranet, internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At our School we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered internet service
- provide access to the Department of Education and Early Childhood Development’s search engine Connect
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a cyber safety program at the school which is reinforced across the school
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- provide support to parents/carers to understand this agreement (e.g. language support)
- provide support to parents/carers through information evenings and through the document attached to this agreement for parent to keep at home

Part B - Student Agreement

When I use digital technologies I agree to be a safe, responsible and ethical user at all times, by:

# Respecting others and communicating with them in a supportive manner; never writing or participating in online bullying (for example, forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviours).

# Protecting my privacy; not giving out personal details, including my full name, telephone number, address, passwords and images.

# Protecting the privacy of others; never posting or forwarding their personal details or images without their consent.

# Talking to a teacher if I feel personally feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours.

# Carefully considering the content that I upload or post online; this is often viewed as a personal reflection of who I am.

# Investigating the terms and conditions (e.g. age restrictions, parental consent requirements). If my understanding is unclear I will seek further explanation from a trusted adult.

# Confirming that I meet the stated terms and conditions; completing the required registration processes with factual responses about my personal details.

# Handling ICT devices with care and notifying a teacher if it is damaged or requires attention.

# Abiding by copyright and intellectual property regulations. If necessary, I will request permission to use
# Not interfering with network systems and security, the data of another user or attempting to log into the network with a user name or password of another student.

# Not bringing to school or downloading unauthorised programs, including games.

# Leaving any mobile devise I bring to school from home, i.e. phones, ipod, ipad at the school office at the beginning of the school day and collect again after school. I will not use these at school under any circumstances.

## Definition of Digital Technologies

This Acceptable Use Agreement applies to digital technologies, social media tools and learning environments established by our school or accessed using school owned networks or systems, including (although are not limited to):

- School owned ICT devices (e.g. desktops, laptops, printers, scanners)
- Mobile phones
- Email and instant messaging
- Internet, Intranet and Ultranet
- Social networking sites (e.g. Facebook, SuperClubsPLUS)
- Video and photo sharing websites (e.g. Picassa, Youtube)
- Blogs, including corporate blogs and personal blogs
- Micro-blogs (e.g. Twitter)
- Forums, discussion boards and groups (e.g. Google groups, Whirlpool)
- Wikis (e.g. Wikipedia)
- Vod and podcasts
- Video conferences and web conferences.

*This Acceptable ICT Use Agreement also applies during school excursions, camps and extra-curricula activities.*

## NSSCF Acceptable Use of Netbook

Requirements for parents/carers and students accessing portable devices purchased with commonwealth government funding for (Digital Education Revolution /National Secondary School Computer Funds

The Digital Education Revolution– VIC program aims to improve student learning experiences both in and out of the classroom. Our High School is providing students with a digital device on the expectation that they will make good decisions with regard to their personal use of technology.

The acceptable use agreement must be signed and provided to the school before the device will be issued or used.

### 1. Purpose

The digital device is to be provided as a tool to assist student learning both at school and at home.

### 2. Equipment

#### 2.1 Ownership

2.1.1 If taken home, the student must bring portable devices fully charged to school every day. Power
cords should be left at home.

2.1.2 The school retains ownership of the device and its accessories.

2.1.3 Parents/carers and students should be aware that files stored on the device or on the school’s server are not private.

2.1.4 If the student leaves the school the device must be returned to the school

2.2 Damage or loss of equipment

2.2.1 All devices and batteries are covered by a manufacturer’s warranty. The warranty covers manufacturer’s defects and normal use of the device. It does not cover negligence, abuse or malicious damage.

2.2.2 Any problems, vandalism, damage, loss or theft of the device must be reported immediately to the school. This includes any unauthorised “personalisation” of the device such as scribing, adding stickers etc.

2.2.3 In the case of suspected theft a police report must be made by the family and a copy of the report provided to the school. Note: That theft from a locker whether padlocked or not, is not viewed as a theft by the insurer.

2.2.4 In the case of loss or accidental damage a statement should be signed by a parent/carer provided to the school. For loss, the student/parent must replace the cost of a new digital device.

2.2.5 If a device is damaged or lost the principal will determine whether replacement is appropriate and/or whether or not the student retains access to a device for home use.

2.2.6 Students will be required to replace lost or damaged accessories.

2.2.7 If a device is damaged and said damage is not covered by the manufacturer’s warranty or any of the school’s insurance arrangements, the principal of the School may determine that the student must pay to the school the costs of repairing the damage or if necessary the costs of replacing the device. In most cases the student will need to pay an excess fee of $100.00

2.3 Substitution of equipment

2.3.1 When a device is replaced under warranty, its type of replacement will depend upon the respective manufacturer’s warranty.

2.3.2 When a device is replaced by the school, its type of replacement will depend upon the replacement policy of the school.

3. Standards for device

The student is responsible for:

3.1.1 Taking care of digital devices in accordance with school guidelines

3.1.2 Adhering to the school’s Acceptable Use Agreement when using the machine at home

3.1.3 Backing up data securely

3.1.4 Maintaining settings for virus protection, spam and filtering that have been set as a departmental standard.

3.1.5 Students must return the device and all accessories by the notified due date in November each year.
ICT ACCEPTABLE USE AGREEMENT

I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be renegotiated if I do not act responsibly.

I have read the Acceptable ICT Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in Internet and mobile technology access privileges being suspended or revoked. I also understand that if the device is lost or damaged outside of the warranty arrangement, that I will be liable for replacement and/or repair of the device.

Student Surname _____________________________ First Name ________________________

Student ID __________________________ Home Group ______________________

Student Signature

Parent/Carer Name

Parent/Carer Signature

Date

For further support with online issues students can call Kids Helpline on 1800 55 1800. Parents/carers can call Parentline 132289 or visit http://www.cybersmart.gov.au/report.aspx

To be kept by the Parent or Guardian
Part B - The schools’ support for responsible and ethical use of technology?

The School uses the internet as a teaching and learning tool. We see the internet and mobile technology as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the internet and mobile technology responsibly at school. Parents should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At our School we have a cyber-safe and responsible use program across the school and reinforce the values and behaviours of the school code of conduct when students use technology and the internet.

These may include:

- provide a filtered internet service
- provide supervision and direction in internet activities and when using mobile technologies for learning
- have an Information Literacy program
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- work towards setting tasks that ask your child open questions, so they can’t copy and paste all answers from the internet
- provide support to parents to understand this agreement (e.g. language support)
- provide support to parents through information evenings and through the document attached to this agreement

Should your child be found to use the school’s Information and Technology resources inappropriately your child will be counseled and some penalties may apply.

These may include:

- removal of network access privileges
- removal of email privileges
- removal of internet access privileges
- removal of printing privileges
- removal of mobile device
- paying to replace damaged equipment
- other consequences as outlined in the school discipline policy

Part C - Advice for Parents

Please keep this as a resource to use at home

At school the internet is mostly used to support teaching and learning. However, at home it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The internet can be lots of fun.

If you have the internet at home, encourage your child to show you what they are doing online. If not, see if you can make a time to visit the school to see their work and how the school uses the Internet.
Bullying, stranger danger, gossip, telling the wrong people personal information have long been issues for young people growing up. These are all behaviours which now present online. These are not ‘virtual’ issues. They are real and can harm and hurt.

At home we recommend you:

- make some time to sit with your child to find out how they are using the internet and who else is involved in any online activities
- ask them to give you a tour of their ‘space’ if they are using a site which allows them to chat, publish photos, play games, etc
- always get them to set their space to ‘Private’ if they use a social networking site like MySpace, Bebo or Pixo (they are then in control of who can contact them and accesses their information)
- have the computer with internet access set up in a shared place in the house - not your child’s bedroom
- negotiate appropriate times for your child’s online activities and use of mobile phones
- ask questions when your child shows you what they are doing:
  - How does it work, how do you set it up and can you block out people?
  - Who else is sharing this space or game - did you know them before or ‘meet’ them online and what do you know about them?
  - Why is this so enjoyable - what makes it fun?
  - Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child who was going to start to use the space?
  - What are you doing to protect yourself or your friends from these potential dangers?
  - When would you inform an adult about an incident that has happened online that concerns you?

Support information for parents around the agreement

When I use technology, both at school and at home I have responsibilities and rules to follow.

Our School believes the teaching of cyber-safe and ethical behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st Century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching.

Safe and ethical behaviour online is explicitly taught at our school and support at home is requested.

It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing of inappropriate images.

Behaving according to school Code of Conduct

The school’s Code of Conduct encompasses not only the rules of the school, but also those desired behaviours and values that your school community believes are important for all students.

Not giving out personal details or details of other students including full names, telephone numbers, addresses and images and protecting password details.

Many students like to publish information about themselves and their friends in spaces like MySpace, Club Penguin or blogs. This can put them at risk of being approached, groomed, and/or bullied online.
We recommend that they:

- don’t use their own name, but develop an online name and use avatars where available
- don’t share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and never share that password
- don’t allow anyone they don’t know to join their chat or collaborative space - use the block feature
- are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it)

**Being respectful online and not participating in online bullying or hurtful behaviour.**

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone’s face. Being online can make students feel that they are anonymous (even though online interactions can be traced), and often their environment has very few adults.

Not all altercations are examples of bullying, but all unacceptable behaviours need to be addressed.

Participation in bullying or hurtful actions can take many forms in the online world (for example, it can take the form of forwarding messages or directing others to see published images and content which has been deliberately posted to humble another person).

Deliberate exclusion of another in an online space is another way some students hurt each other online. It is important that the behaviours are discussed as separate from the technologies.

**Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student**

By just taking care with the equipment, printing and downloading from the internet students can save time, money and the environment. Students often see the internet as ‘free’, but just looking at a page on the internet is considered a download and the cost is charged somewhere. The repair and support of the school’s technology is another issue and as many computers are shared at school, their care is important.

**Not bringing or downloading unauthorised programs (including games) to the school or run them on school computers**

The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses etc and these put all school equipment and student work at risk.

**Not looking for rude or offensive sites.**

Filters block a lot of inappropriate content, but they are not foolproof. Students who deliberately seek out inappropriate content or use technology that bypasses filters will have their internet access reviewed and their parents will be informed immediately.

**Using the internet/mobile technology at school to learn.**

It is important to realise that there is a time for fun and a time for work (even on the internet). Staying on task will reduce risk of inappropriate access and teach students strategies to use the internet or mobile technologies for their learning.

**Asking teacher to help get permission before using information or pictures**

Music, information, images and games on the internet are owned by someone. The term copyright is a legal one and there are laws to enforce it.

By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts.
Thinking carefully about what is on the internet, questioning if it is from a reliable source and using the information to help answer questions

Not everything on the internet is true, accurate or unbiased. The school is teaching information literacy skills, which enable students to locate, evaluate, and use information effectively on the internet.

Copying and pasting information can help organise arguments, ideas, and information, but it is important that your child uses their own thoughts and language to express what they have learnt. If helping with homework ask open-ended questions. For example, if you say to your child, “Tell me about wombats” you might encourage him/her to copy and paste facts and images about the wombat. However, if you ask “What would a day in the life of a wombat be like?” you may encourage your child to think about different aspects of the animal’s life and draw together the different pieces of information.

Talking to my teacher or another adult if I need help or see something I don’t like online

The internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online.

If you have any concerns about this agreement or internet safety contact your school or call 1800 880 176 or visit http://www.cybersmartkids.com.au/for-parents_tips.htm or email connect.manager@edumail.vic.gov.au

Questions for teacher/parent/student discussion

What can you do?

- You found the car picture online you were searching for, but it includes a naked lady!
- Someone keeps messaging nasty and upsetting comments about you and your friends on your mobile phone and online.
- A person you have met online asks you to give them your full name and phone number and suggests you meet. What if you have chatted with them for a long time?
- You are sent a message which has been forwarded by someone else. It has embarrassing comments/image about someone you know.
- A game online will only let you play it if you give your name, address, phone number, DOB etc
- In an online space/chat someone suggests you all exclude/block a classmate.
- Your friend has an online profile published (not set to private) you can see their personal details and photos. Other people you know are in the photos.
- A friend tells you about a great site where there is ‘free’ music to download.