

Beaumaris Primary School Bring Your Own Device Program 2024

Parent Information Session
Thursday 31st August 2023



Acknowledgement of Country



Overview

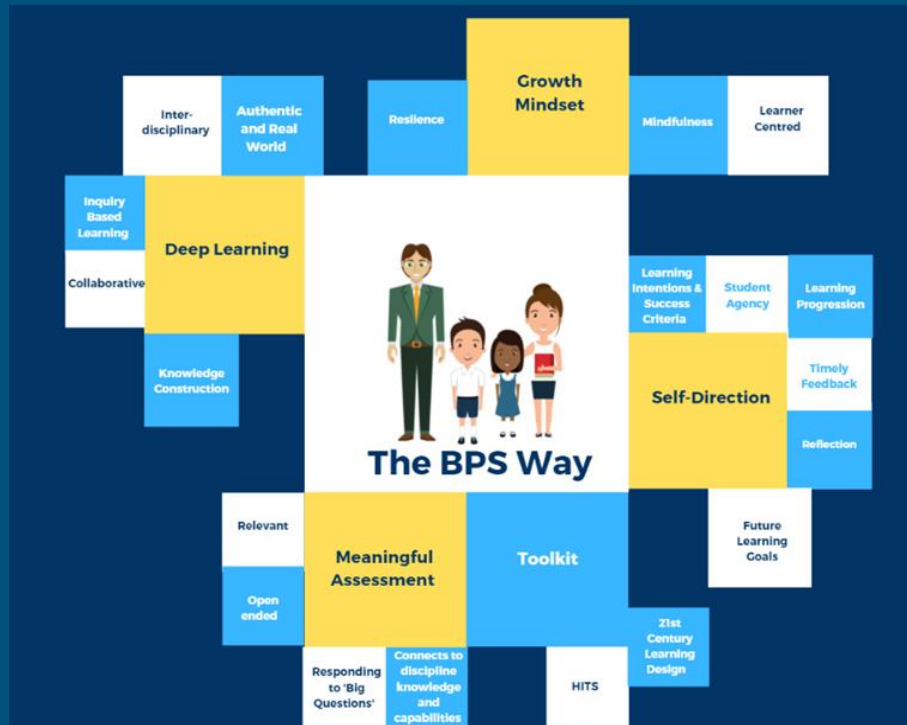
- BYOD Program Overview
- Innovative teaching and learning at BPS
- What is 1:1?
- Pedagogy that underpins our digital technology use
- Examples of Best Practice
- Device information, safety and security
- Partnership between home and school
- Microsoft Office 365 Suite
- Further questions

BYOD Program Overview

- Our Bring Your Own Device (BYOD) program commences in Year 4, and continues as the students move through Year 5 and Year 6.
 - Students are asked to bring a Lenovo 500w Yoga Gen 4.
- Our students use the Microsoft Office suite with their DET account, e.g. OneNote, Teams, OneDrive etc.



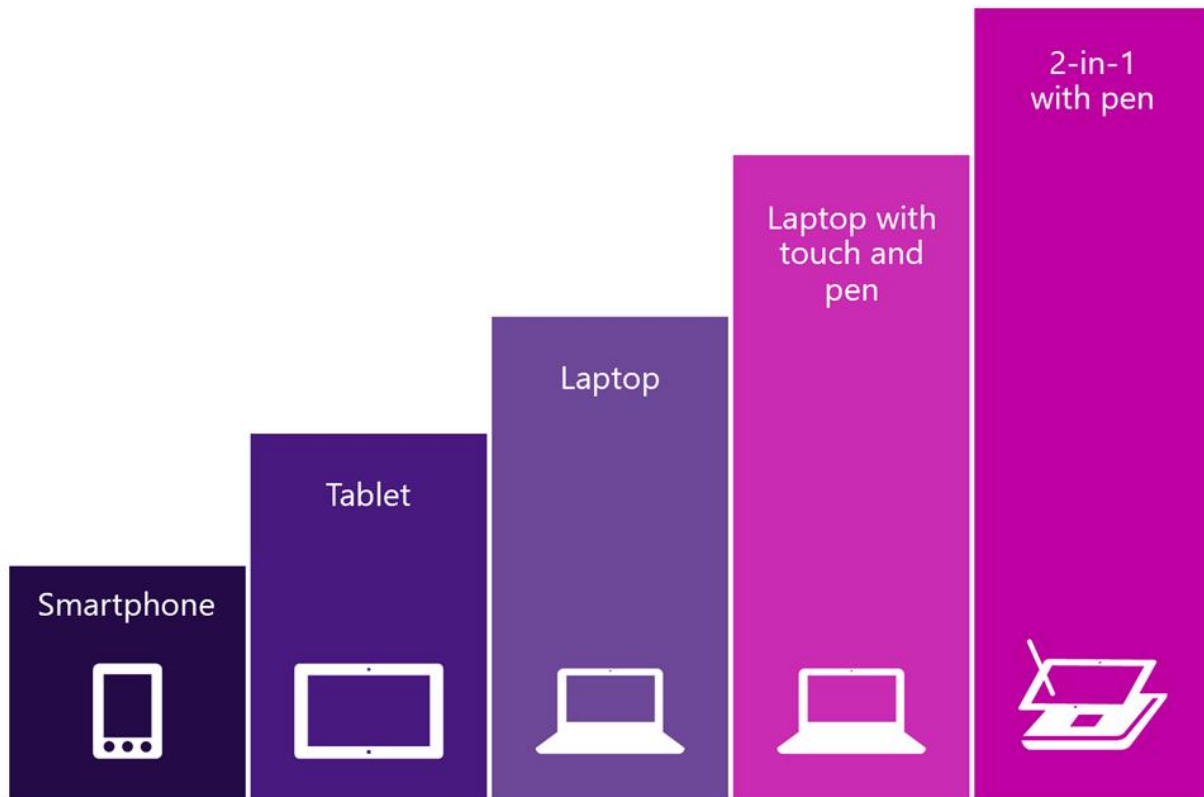
Innovative Teaching & Learning at BPS



What a 1:1 Program Looks Like

What it is	What it isn't
<ul style="list-style-type: none">• Access to a device at any time when it's purposeful and meaningful.• Increased opportunities to plan and expose students to a wide range of varied learning experiences.• Prompt access to a wide range of tools to support student learning and development of 21st Century Learning skills.• Greater transparency between home and school with access to student work via Microsoft.• Informed by research.	<ul style="list-style-type: none">• Students staring at a screen all day.• Having scheduled 'computer time' during the day.• Replacing workbooks and handwriting.• Reducing time spent on core learning areas.• Reducing time spent collaborating and communicating face to face.

Pedagogical Potential of today's devices



Advanced digital pen

For note taking, sketching, annotating, showing process, prototyping and complex visual thinking

Handwriting recognition

For mathematics, music, chemistry, etc.

Visual exploration

Using touch for kinaesthetically driven learning

Graphic design and creativity

Functional software support

Knowledge building

Support for typing longer assignments, multitasking and complex research

Music

Support for composition, playing, composing, etc.

Video and audio

Capture and editing

Authoring

Support for small amounts of typing

Voice, video, and audio

Consumption and collaboration

Internet research

School Approach

The BYOD program provides a safe, structured and secure environment where our students can learn the crucial skills necessary to responsibly and appropriately manage their use of technology. With the guidance of our school eSmart curriculum, our teachers will design lessons that focus on:

- Developing behaviours and routines to manage screen time and reduce device distractions
- Clear expectations and consequences
- Cyber Safety lessons
- Respectful online and offline communication
- Online organisation skills - e.g. Microsoft folder set up. Same expectations as a workbook

BYOD Agreement

- BYOD Acceptable Use Agreement unpacked with students in class, then sent home to be read and signed with parents
- Any breach of the BYOD Acceptable Use Agreement will result in a loss of the device for a certain amount of time.
- Devices will not be used during wet day timetables, and will only be used as a learning tool



BYOD Acceptable Use Agreement

The BYOD (Bring Your Own Device) Acceptable Use Agreement relates specifically to the BYOD program; it sits alongside the school's Digital Learning (Internet, Social Media and Digital Devices) Policy. The document's purpose is to ensure that students are aware of their responsibilities when using their laptops at school. Students are to review and sign this agreement before the commencement of each year in the BYOD program.

The following is a code of conduct that lists the expectations students are to understand and accept when using their laptops at school.

Digital Etiquette

I am expected to:

1. Carefully consider the content that I upload or post online as it contributes to my digital footprint.
2. Use appropriate media as a screensaver or background photo.
3. Never share my personal details, or those of my friends, including full name, telephone number, address or passwords on the internet.
4. Only download software with the permission of my teachers or parent/carer.
5. Ask permission before taking photos or recording sound or video at school.
6. Not publish photographs or video to any online network unless I'm instructed to do so by a teacher.
7. Comply with the terms and conditions of websites I use, particularly age restrictions and parental consent requirements.

Digital Access & Use

I am expected to:

1. Look after my device and handle it with care.
2. Have my device fully charged for school each day.
3. Talk to a teacher or trusted adult if I feel uncomfortable or unsafe online, or if I see others participating in unsafe, inappropriate or hurtful online behaviours.
4. Report any accidental damage immediately to the teacher.
5. Not loan my device to another student or leave it in such a place that it is likely to be easily stolen or damaged.
6. Follow all teacher directions including when to use the device.
7. Only use my laptop during class time, under the direct supervision of a teacher, and not at other times on school premises (including wet day timetables).
8. Protect the laptop from damage by using an appropriate case.

Overarching Agreement

I understand that if I breach this agreement, I will be suspended from the program for a period of time deemed appropriate by the school. I also understand I must work within the Digital Learning (Internet, Social Media and Digital Devices) policy.

As parent of _____ I have read and understood the terms of the BYOD Acceptable Use Agreement and will support the school in the implementation of the agreement.

Student Name: _____ Signed: _____ Date: _____

Parent Name: _____ Signed: _____ Date: _____

Teacher Name: _____ Signed: _____ Date: _____

Microsoft Office 365 Suite

- All students in Year 4 will have a Microsoft Office 365 account. These will be set up during the BYOD boot camp at the start of the year.
- This is cloud based software, that can also work on their device. They will have access to a range of Microsoft Apps, such as Teams, OneNote, OneDrive, PowerPoint, Word, etc.
- Each child will have their own username:
studentid@schools.vic.edu.au
- Access to email will be blocked at school



Typical Day in a BPS BYOD Classroom

- Balance between tech time and non tech time
- High levels of interaction both with and without technology
- Still conducting circle time, sharing with focus students, class discussions etc.
- Technology is enhancing the learning and taking it that step further, not replacing interactions or face to face teaching altogether
- Kept in locked storage cabinet



OneNote – Paper Evolved

The screenshot shows a OneNote page titled 'Brain Structure Lab' with a sidebar on the left showing 'Notebooks' and 'Brain Structure Lab'. The main content area features a diagram of a brain with handwritten annotations in red and blue ink. The annotations include: 'Processing Somatosensory Cortex - sensation processing', 'Primary Motor Cortex - initiates another movement', 'Wernicke's Area - speech fluency', 'Cerebellum - combination of reflexive actions', 'Primary Motor Cortex - processes vision', and 'Frontal Lobe'. There are also several 'Task' boxes with instructions like 'Watch and Learn: insert and audio recording of you explaining function of Brain. This will only be 10 minutes in length.' and 'Task: Open the embedded book (spreadsheet) and create a graph showing the relative size of the brain (by classification: dog, fish, human, elephant etc.)'. At the bottom left, there is an embedded 'live' spreadsheet titled 'Brain Structure Lab - Spreadsheet' showing a table with columns for 'Organ', 'Volume (cm³)', 'Weight (g)', and 'Relative Size'. The table includes data for 'Brain', 'Liver', 'Heart', 'Lung', 'Stomach', 'Intestine', 'Muscle', 'Bone', 'Skin', 'Blood', and 'Fat'. The spreadsheet is annotated with 'Average Brain (project 10 years)' and 'Relative Size'.

Typing, annotating and marking up with auto-referencing

Annotating on diagram for learning

Student task using audio recording

Unlimited canvas size

Embedded 'live' spreadsheet

Embedded video link

G.849	Lecture 18	Nov. 14, 2010
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Fixed-angle linkages: fix angles between incident bars

- roughly the mechanics of a protein (ignore energy/activation until next lecture)
- in fact, roughly fixed-angle tree
- protein backbone is roughly fixed-angle chain (usually open but sometimes closed)

[Creyghton: PROTEINS, 2nd. ed., p.5]

- usually focus on backbone, ignoring amino-acid side chains, ~ reasonable approximation
- basic move: edge spin / local dihedral motion:

fixed spin (R-C-N)

Major problems in fixed-angle linkages (esp. chains)

- ① Span = max/min distance between endpoints
- ② flattening = motion to flat state
- ③ flat-state connectivity = motions between flat states
- ④ (un)locked = motion between any two states

Chrome for Windows 10

View Help Class Notebook

Immersive Reader Page Colour Rule Lines Deleted Notes Translate Check Accessibility Reply Hide Authors Live Captions

22/02 Precise Language

22/02 Precise Language...

22/02 Early Freshers

02/03 Personal Writing

03/03 Noun Phrases

08/03 Personification

15/03 Metaphors

Marshmallows Story

Term 2

Term 3

Learning Intention

WALT - make precise language choices


Success Criteria

I can...

- order words by strength of meaning
- brainstorm synonyms to make my words more precise
- write a paragraph focusing on making precise language choices

Tuning In


Why is word choice important?



The words that we use can have different strengths. It can be easy to always use simple words that we hear all the time, but as writers we want to use a variety of strong words to enhance our writing.

Weak words small walked fast

Strong words microscopic saunter brisk



→ Add page

Analyse the following compound sentences from Nim's island by following these steps

1. Underline each independent clause with a different colour.
2. Put a rectangle around the conjunction/s.
3. Highlight the subject/s in purple.
4. Highlight the main verb/s in orange.
5. Highlight any adjectives in yellow.
6. Highlight any adverbs in green.

1. Selkie and Fred went to sunbake on the rock, and Nim went back to the hut.

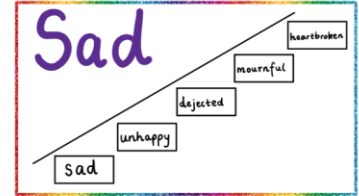
no adverbs

2. The ship was too big to weave its way through the reef. so Jack and Nim always sailed out to meet it. and the ship's captain never saw just how beautiful the island was.

no adverbs

Task 1 - Word clines

Word clines can show the strength of our word choices

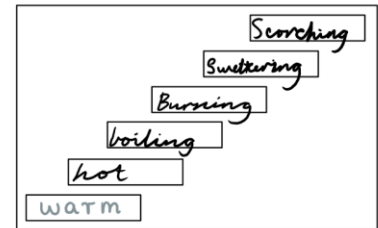


Use your stylus to complete the word clines below by rearranging the words in order from weakest to strongest.

(If you want to challenge yourself try to think of words different to the ones provided)

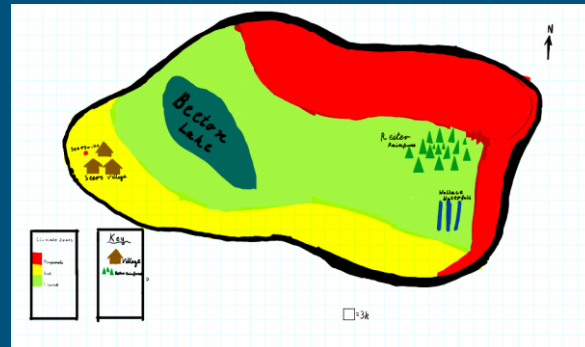
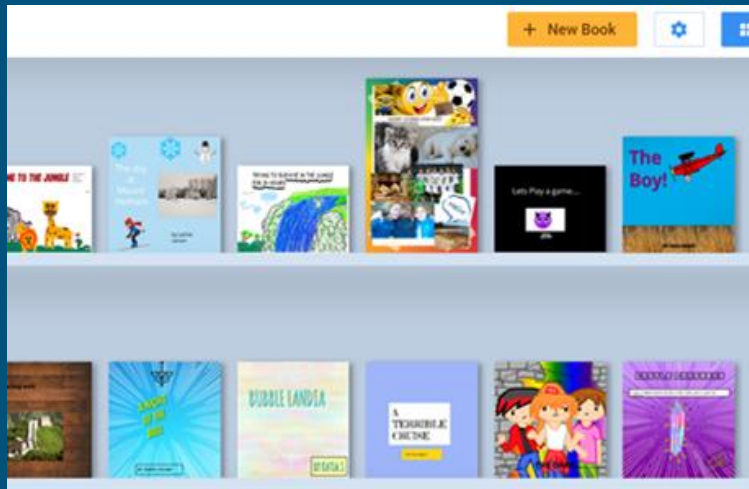
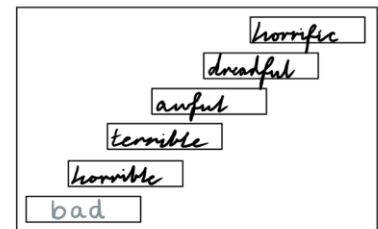
a. WARM

boiling burning hot sweltering scorching



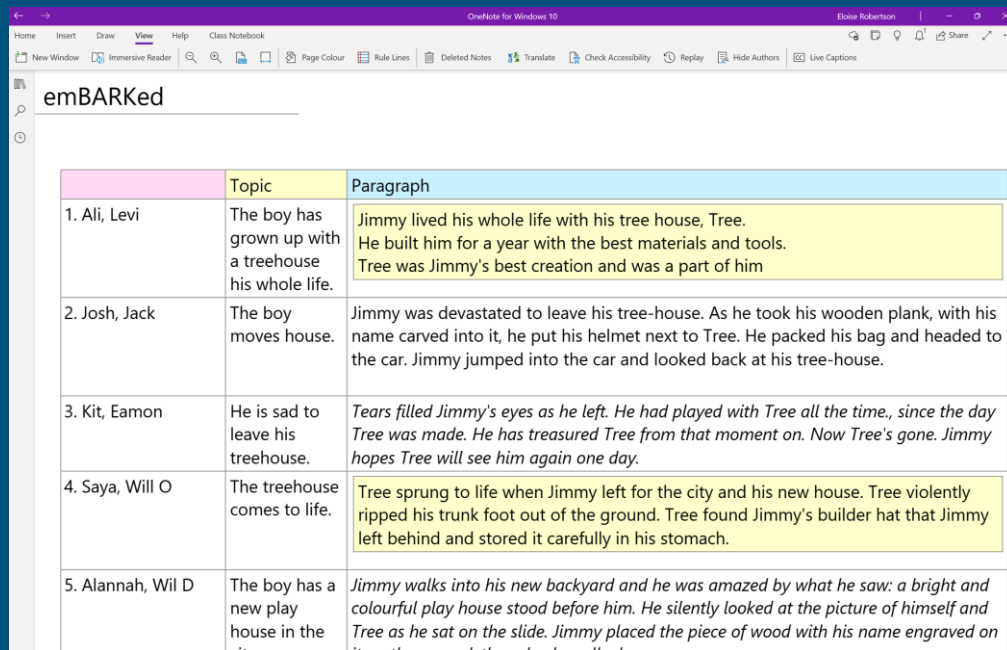
b. BAD

dreadful terrible horrible awful horrific



Collaboration & Brainstorming

Example: collaboration space in OneNote to share ideas – giving all students the opportunity to contribute.



The screenshot shows a OneNote application window with the title bar 'OneNote for Windows 10'. The ribbon includes tabs for Home, Insert, Draw, View, and Help. The 'View' tab is active, showing options like New Window, Immersive Reader, and various view settings. The main content area is titled 'emBARKed' and contains a table with the following data:

	Topic	Paragraph
1. Ali, Levi	The boy has grown up with a treehouse his whole life.	Jimmy lived his whole life with his tree house, Tree. He built him for a year with the best materials and tools. Tree was Jimmy's best creation and was a part of him
2. Josh, Jack	The boy moves house.	Jimmy was devastated to leave his tree-house. As he took his wooden plank, with his name carved into it, he put his helmet next to Tree. He packed his bag and headed to the car. Jimmy jumped into the car and looked back at his tree-house.
3. Kit, Eamon	He is sad to leave his treehouse.	<i>Tears filled Jimmy's eyes as he left. He had played with Tree all the time., since the day Tree was made. He has treasured Tree from that moment on. Now Tree's gone. Jimmy hopes Tree will see him again one day.</i>
4. Saya, Will O	The treehouse comes to life.	Tree sprung to life when Jimmy left for the city and his new house. Tree violently ripped his trunk foot out of the ground. Tree found Jimmy's builder hat that Jimmy left behind and stored it carefully in his stomach.
5. Alannah, Wil D	The boy has a new play house in the city.	<i>Jimmy walks into his new backyard and he was amazed by what he saw: a bright and colourful play house stood before him. He silently looked at the picture of himself and Tree as he sat on the slide. Jimmy placed the piece of wood with his name engraved on it on the ground, then slowly walked away.</i>

Reflection

Example: reflect function on Teams



Supporting Learners



Immersive Reader



Audio

Technology enables students with learning difficulties to thrive using tools to help them.

Device tools include:

- Dictation, students who struggle to write or type can vocalise their ideas
- Inserting audio files including:
- Immersive Reader
- Teacher recording instructions
- Visual prompts



Devices allow learning that is:

- Highly engaging and interactive
- Learning lifelong skills such as, typing, navigating websites and programs, collaboration and problem solving.

Suggested Home Approach

- No devices in the bedroom, find a central charging place overnight
- Follow age restriction guidelines around age limits on accounts for social media, games, etc.
- Create a family Acceptable Use Agreement altogether
<https://www.common sense media.org/sites/default/files/uploads/research/familymediacontracts1.pdf>
- Promote a healthy balance between screen and non screen time. Put time restrictions in place
- BYOD at BPS Handbook
- Current Year 4 parents
- Websites such as:
 - thinkuknow.org.au/parents-portal
 - esafety.gov.au/parents

Student Highlights



Device Safety and Security

- Devices are to be charged at home, no charging to be done at school = no lost chargers
- Student devices will use the school network to access the internet, which applies the DET EduSTAR filter, as well as specific sites that we are able to add manually
- Virus protection is automatically installed with Windows 10
- Insurance can be purchased through the portal for accidental damage and/or theft protection (\$100 excess, three claims over three years)
- Encouraged to purchase a protective case for travel between home and school
- Devices will be locked in classroom cabinets during recess, lunch, assembly and specialist lessons (when they're not in use)
- Devices will be password protected, which the parent and student must know
- Accidental damage is the responsibility of the student/family. Warranty issues will be covered through LWT

Device Information – Learning With Technologies

- Partnered with Learning with Technologies
- Students are asked to bring a Lenovo 500w Yoga Gen 4
- Same company that Beaumaris Secondary have partnered with
- Online portal
- Onsite support for warranty issues
- Fee for accidental damage
- Online portal opens up today
- Orders need to be placed before Christmas, to receive the device at the beginning of Term 1, 2024.
- Receiving orders prior to Christmas can be arranged



The Device

Lenovo 500w Yoga Gen 4 - 12.2" N100 8GB 128GB



Devices will be handed out in Term 1 2024.

Extras



**Targus TANC 4.0 12.1-inch Laptop Case
with Accessory Pocket**

\$31.90 



**Targus TBT25002AU 11.6" -12" TANC
5.0 Case for netbooks / tablets**

\$60.50



**Targus 10-12" Rugged Vertical slipcase
for students with shoulder strap - Black**

\$30.00

Extras



Logitech M90 USB Optical Mouse

\$14.30



Microsoft Bluetooth Mobile Mouse 3600
- mouse - Bluetooth 4.0 - black

\$41.80 

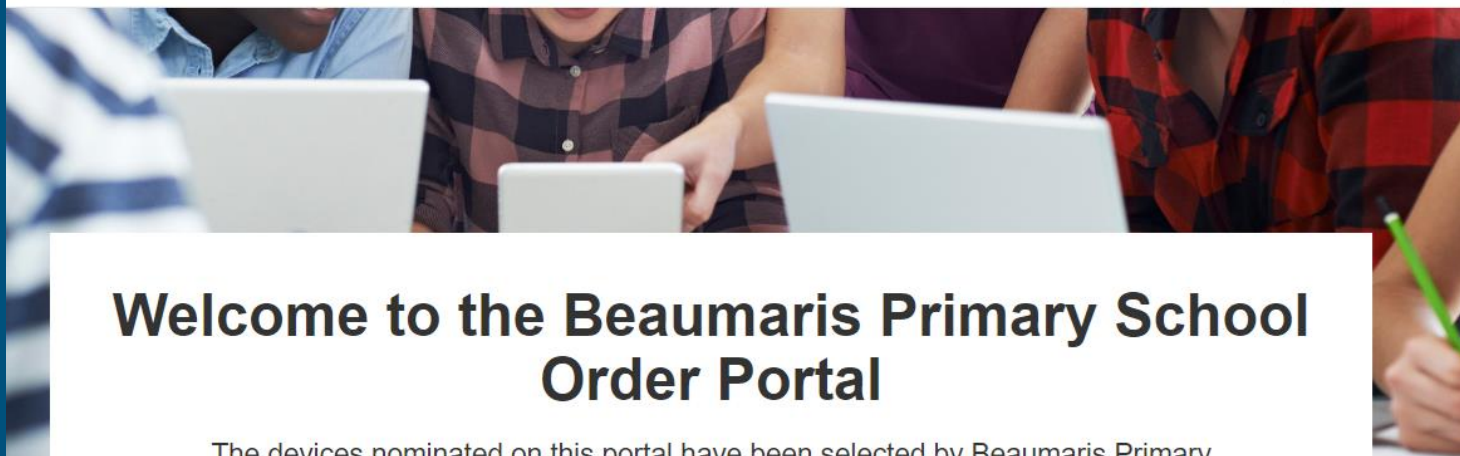


Shintaro Stereo Headset with Inline Mic and Combo Jack connection

\$17.60

Where to Purchase

LEARNING
with technologies



Welcome to the Beaumaris Primary School Order Portal

The devices nominated on this portal have been selected by Beaumaris Primary School as those which will best meet the curriculum and technical requirements of the school. There are a number of options associated with each device so please read the information carefully.

Where to From Here?

Please read through the information in the BYOD at BPS Handbook which will be sent to you via Compass.

If you choose to purchase a device for your child through the Learning with Technologies portal, the cut-off date for orders is before Christmas (24/12) 2023.

If you would like your device sent to your home so it can be a Christmas gift, please let Eloise Robertson know via the BPS email (beaumaris.ps@education.vic.gov.au). She will then let LWT know.

All other devices will be distributed to students early in Term 1 2024, after set up has been completed.

Questions



Thank you

A recording of this presentation and the BYOD at BPS Handbook will be sent to families via Compass.