



MIAMI STATE SCHOOL

Growing with Knowledge

VISION | We are an empowered learning community, striving for excellence.

Dear Parents / Carers

As we continue to innovate and adapt in a world that is ever changing for our students, Miami State School is a BYOD (Bring Your Own iPad) school for students in Years 4 - 6. This roll out commenced in 2023 and is now an embedded program at Miami State School.

The Miami State School 1:1 iPad program:

- Allows for personalised learning
- Facilitates the development of 21st century knowledge and skills
- Creates a model for lifelong learning
- Provides an engaging, interactive learning environment
- Strengthens links between home and school
- Allows continuous access to educational materials allowing learning to happen anywhere, anytime



The advantages of using an iPad include:

- access to knowledge and information using a variety 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 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.

Miami's BYOD program is designed to enrich the learning process, and enhance and extend the type of work being done by students. Our school philosophy is to use technology to develop logical thinking, problem solving, creativity and control techniques that allow our students to become 21st century learners. We adopt an active creation stance, as opposed to being a passive consumer. As a school we also understand that the use of technology is not a replacement but a modification on the delivery of the curriculum. The importance of handwriting will remain strong as children need to combine fine motor skills, language, memory and concentration to progress through each stage of handwriting development.

You are invited to attend an 'Information Session' (invitation sent via SeeSaw) with information provided on what BYOD looks like at Miami State School as well as having the opportunity to listen to teachers currently working in Years 4, 5 and 6.

Regards

Jemille Malouf
Principal

Ben Edmunds
Deputy Principal

Attached over is a purchase checklist of requirements for the 2026 Year 4-6 BYOD iPad Program. The items listed are the minimum requirements for the program. If purchasing through the portals attached to the school's website, there are other accessories that are optional for purchase. Parents are able to access the portals on the school website to browse however if you would prefer to shop around yourself, you are more than welcome to do so.

Miami State School has purchase portals active with JB HiFi and Harvey Norman. If choosing to select accessories from different suppliers, please ensure you have checked compatibility with the iPad you have purchased.

Please utilise the links below and/or the QR Codes that will take you to the required portals if you are wishing to purchase through the purchasing portals.

JB Hi Fi	Link to Purchasing Portal https://byod.jbhifi.education/ School Access Code: MIAMISSBYOD2026	
Harvey Norman	Still being finalised Information to be shared with families once finalised.	

- **It is important to know that if you already have an iPad that matches the minimum specifications listed (Apple iPad 9th generation or later) then purchase of a new iPad is not necessary.**

- **Please be aware:**

The 2026 App List is still being finalised and will be shared in Term 4.

Item	Supporting Information
Apple iPad 9th Gen Wi-Fi 64GB OR more 	Wi-Fi Cellular iPad will not be accepted iPad minis will not be accepted <u>Optional iPad purchasing portals on school website</u>
Integrated Keyboard Case 	Cases to include an integrated keyboard. *from the online portals. These cases can be purchased from third party stores and websites such as Amazon, Catch etc at a cheaper price however please ensure they are compatible before purchasing.
Screen Protector 	Glass or Plastic Screen protector is vital to prevent accidental scratches and possible breakages
Wired Headphones 	Over-ear wired headphones are usually more comfortable. If choosing to purchase this from a different supplier, please ensure it is compatible with the iPad you have purchased. These may already be owned The purchase of Apple Air Pods is not encouraged to avoid accidental loss.
Setup Family Sharing	Setup Family Sharing https://support.apple.com/en-au/HT201088 Create a Child Apple ID and enable Parent Controls https://support.apple.com/en-au/HT201304
Install Required Apps	Install all required apps from the list. (Most will be free) Paid apps can be shared between devices using Family Sharing, meaning they only need to be paid for once. The apps list will be finalised and released later in Term 4.

Item	Supporting Information
- Stylus - Apple Pen	These accessories are not a mandatory requirement. These can be
- AppleCare + Insurance	Provides expert technical support and additional hardware coverage from Apple. Please see Apple website for Terms and Conditions of coverage.

2026 Miami BYOD iPad User Agreement (Yr 4, 5 and 6)

Families are in partnership to ensure that iPads are for learning. In order to support the successful integration of iPads as learning tools both students and parents have responsibilities. Please read and sign the following agreement in preparation for your child's participation in the BYOD iPad Program for 2025.

Students will:

- Use iPad for learning at school so I will only use SCHOOL APPS while at school
- Bring my iPad with 100% battery every day
- Not take photos/videos/recordings unless directed by a teacher
- Not upload or share any school work unless directed by a teacher
- Choose "Always Allow" in the Classroom App, and I **will not** change these settings including choosing an appropriate profile picture.
- Keep my case on my iPad
- Keep food and drinks away from my iPad
- I will not bring my iPad to school with a SIM card installed
- I will ensure there is adequate free storage available on my iPad for classroom and learning use.
- Not reveal school name, logo or school uniform in a way that would result in a negative impact and not reveal names, personal details or images of myself or others online or in electronic communication.
- Not share account names and passwords with anyone unless asked to do so by Miami State School staff as a security reason.
- Have a fully functional, working iPad including keyboard.
- Leave iPad inside during break times
- Keep iPad in my bag before and after school including at before and after school activities such as TSP / JEP / Steam
- **YMCA Families:** Store iPad's in the same way that iPad's are stored in Miami State School classrooms. I will only access my iPad if directed staff to complete homework activities.

If I do not follow these rules I understand that:

- My parents may be notified.
- I may lose the privilege of using my iPad at school for a period of time and I will still need to complete my school work in other ways.
- The Miami State School Student Code of Conduct will be used to inform any necessary consequences.

Parents will:

- Supply suitable headphones and a case for my child's iPad (keyboard incorporated)
- Setup Family Sharing on my child's iPad (follow QR Code to the right)
- Use Child Apple ID to sign into my child's iPad
- Install the required apps on my child's iPad
- **Turn iMessage and Facetime off** during school hours using Communication Limits in Screen Time settings
- Use Content and Privacy Restrictions in Screen Time to monitor the content which my child can access
- **Not** install social media, games or entertainment apps which are not suitable for the age of my child. E.g., if my child is 9 years old I will not install apps intended for 12+ this includes but is not limited to Snapchat, Tiktok, Instagram, Facebook
- **Not** supply my child with a SIM card for their iPad



Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

School Representative: _____

Student Class: _____ Date: ____ / ____ / 2025

Bring **Y**our **O**wn **D**evice at Miami State School



**BYOD Parent Charter including
Routines and Procedures**

(Including Frequently Asked Questions)



Foreword

This handbook has been compiled to provide a ready source of information for parents and students about matters influencing the efficient running of the BYO iPad Program. Each student should be thoroughly conversant with its contents and follow all guidelines. This handbook is subject to change over time and as the BYOD program evolves.

Introduction

Information Communication Technologies (ICTs) have a critical role in enhancing the learning process at all levels and across a broad range of activities in each of the National Curriculum subject areas. Through the use of ICTs in the curriculum, we are helping students become knowledgeable about the nature of information, comfortable with the technology and able to exploit its potential.

At Miami State School we believe that if the use of technology can enhance the learning and engage the learner, it should be incorporated into lessons where possible. It can also be used to develop logical thinking, problem solving and increase productivity and also to give confidence and the capability to use ICTs in later life.

The BYOD iPad program at Miami State School allows for:

- Personalised learning opportunities
- Improved student learning outcomes.
- Improved collaboration.
- Students greater choice and more independence.
- A model for lifelong learning.
- Smooth transition between primary and high school.
- 24/7/365 access.
- Easier student access to online instructional materials.

Classroom Rules

Students using BYOD iPads in class need to abide by the following rules:

1. Hold the iPad with two hands
 2. Always sit down when using the iPad
 3. Turn the iPad's screen off when the teacher is talking
 4. Be gentle when tapping the screen
 5. Only use the app or website you have been asked to use
- 

MIAMI SS CLASSROOM IPAD RULES



Times For Use

Devices are only to be used when directed by your teacher.

Approved Apps & Websites Only

3 Strikes and you are out policy. Inappropriate device use will not be tolerated in our classroom.

Must Be Charged

Your iPad must be fully charged every day ready for use at school.

iPad's Kept In Their Safe Space

When not in use, all devices will remain in separate area to avoid distraction or loss.

Safe Use

Two hands, no moving while using and no food or drinks while using will help keep the life of our devices long.

Only Use Your Own Device

We only touch our own property, to prevent unwanted accusations or incidents.

iPad Procedures

When should the iPad be brought to class?

Unless advised otherwise by their teacher, students should bring their iPad to class every day. Some lessons will require the formal use of iPads, while others will provide informal opportunities to use technology to complete tasks efficiently. It is imperative that the iPads be available for use at the teacher's discretion.

Leaving iPads at Home

If students inadvertently leave their iPad at home, they are to report to their teacher. Communal iPads will be available for use if deemed necessary by the classroom teacher and in a temporary loan for the day capacity.

Identifying the iPad

Students are expected to have labels with their full name placed on the following locations:

- A label attached to the iPad. Engraving is also an option.
- A label attached to the keyboard.
- A label attached to the accessories of the iPad

It is important to name everything relating to the iPad (just as books and stationery would be) to ensure things can be returned to their rightful owner if misplaced in the classroom.

Screens Down

When iPads are in use and the teacher wishes to address the class, it is best for students to put their screens down so that the machines are not a distraction. The instruction "Screens Down" is one the students will be familiar with and should comply with promptly.

Peer Instruction

Students will learn from other students readily. More experienced users of technology may be paired with less experienced users. Students will be encouraged to share their strategies where appropriate and demonstrate ideas, shortcuts etc. to the whole class.

Use of Headphones in Class

Students may use headphones or play audio clips on their iPads when given permission by their teacher. A set of headphones should be kept in their tidy tray. Headphones have been included on the Book List. Headphones should have the student's name clearly written on them. Over head headphones are recommended for ease of use. Miami State School does not encourage the use of Apple AirPods or similar versions in other brands.

iPad Charging

Students should arrive at school with their iPad fully charged. This should be a part of the normal homework routine.

Games

Students may have game apps on their iPads, however they are not permitted to use these during school hours. These apps should be put in a 'Home' app folder.

Transport of iPads (within school)

iPads should be carried within the classroom with cases closed.

Transport of iPads (to and from school)

iPads must be transported in cases and sleeves and contained in a school backpack.

Before and After School Usage

iPads are not permitted to be used on school grounds before or after school without the express permission of a teacher and under their direct supervision. iPads are not to be removed from school bags until they are in their classroom and their teacher has directed them to do so. **This includes during before school activities such as TSP/JEP/Steam**

Lunchtime Usage

Students are not permitted to use their iPads during lunch breaks. They will remain locked in classrooms.

Security of iPads

iPads will remain in classrooms between 9am-3pm, with classrooms being locked whenever the class is not in the classroom or it is break time. Students may take their iPads into their classroom once their teacher has opened the door for the day. Students must otherwise stay with their bag.



After School

Students will be expected to take their iPads home after school to complete homework. Those students who attend YMCA Before and After school care will not be using their iPads during these sessions. YMCA will be following the same protocols and expectations as outlined for the school day. If iPad's are required for homework purposes, as set by the classroom teacher then YMCA staff may supervise students completing these homework tasks.

iPads left in Unsupervised Areas

Under no circumstances should iPads be left in unsupervised areas.

Access to School Internet

All students involved in the eLearning iPad Program will be provided with access to the school internet.

iPad Auditing

Students may be selected on a random basis to provide their iPad for inspection for compliance with school and legal requirements. This is referred to as a Software Infringement, Inappropriate Offensive Material audit.

Printing

Students should only print with teacher permission. They must check how many pages they are printing before printing.

Unacceptable Uses of Information and the Internet

- Using the network for any illegal activity, including violation of copyright or other contracts
- Usage relating to chain letters or broadcasting of lists to individuals in such a manner that might cause congestion of the network
- Damaging or disrupting equipment, software or system performance
- Vandalising or interfering with data of other users on the network. Vandalism, defined as any malicious attempt to harm, modify, or destroy other users' data, the school network or other networks that are connected to the intranet backbone. Includes, but is not limited to, the uploading or creating of viruses
- Gaining unauthorised access to resources
- Posting anonymous messages
- Downloading, storing, creating, sending or printing files or messages that are deemed to be profane, obscene, or that use language that offends or degrades others
- Giving personal information or agreeing to meet any person met through the internet
- Transmission of personal information about any member of the school community.
- Accessing offensive (including pornography), dangerous or potentially destructive information.
- Downloading any files (including, but not limited to MP3, MPEG) unless specifically authorised to do so by the teacher
- Not reporting unsolicited email messages particularly from unknown persons

Internet Etiquette

All users are expected to abide by the generally accepted rules of network etiquette and chat and email etiquette. These include, but are not limited to, the following:

- Be polite
- Do not swear, use vulgarities or any other inappropriate language
- Do not do any activities that are prohibited by law
- Do not use the network in such a way that you interfere with the network of other users
- Always assume that any information or communications accessible from the network is private property
- The subject line of e-mail should indicate the content of the message
- When replying to a message, include some of the original message to assist the reader in following the conversation
- Always end with your name and e-mail address
- Always acknowledge that you have received a document or file someone has sent you
- After reading email messages they should be deleted or archived
- Before sending an email it should be **proofread and edited** to eliminate mistakes
- Students must not use their email to send inappropriate messages

Harassment and Privacy

All users are expected to use the internet in a positive way. Any acts of harassment or invasion of privacy will not be tolerated. The following points are not acceptable:

- Harassment, Defined as the persistent annoyance of another user, or interference with another user's work which includes, but is not limited to, the sending of unwanted mail.

Cyber Safety and Cyberbullying

All students in the eLearning iPad Program will be taught the importance of cyber safety and how to conduct themselves in a way that discourages cyberbullying.

Improper Use of Telecommunications Services

A person shall not knowingly or recklessly:

- Use a telecommunication service supplied by a carrier to menace or harass another person
- Use a telecommunication service supplied by a carrier in such a way as would be regarded by reasonable persons as being, in all circumstances, offensive. (An abstract from Section 85ZE of the Commonwealth Crimes Act.)
- Transmit any material in violation of any government regulation. This includes, but is not limited to, material under copyright, threatening or obscene material, or material protected by trade secret
- Carry out any commercial activity. Usage for production of advertisement or political lobbying is also prohibited
- Language which could be deemed offensive is not acceptable
- Carry out any unlawful copying of software
- Attempt to spread computer viruses
- Attempt to damage any networks or any equipment or system forming part of a network
- Send personal information such as your home address or telephone number through the internet (check with your

teacher regarding email signatures and identification). The class and school's address and phone number is acceptable.

Faults, Breakages & Repairs

When the student detects a fault with their iPad or their iPad is damaged, they must notify their teacher immediately.

Breaches of eLearning iPad Procedures

- Any breaches of these policies may result in the student being referred to school administration and discipline administered in accordance with the School Responsible Behaviour Plan
- Any breaches of the policy may incur suspension of iPad use for a designated period.
- Any breaches of these policies may result in demerits as set out in the classroom behaviour management policy.

Booklists

Students will receive a modified booklist which reflects the increased use of digital resources and additional printing.

Excursions

Students will not take iPads on excursions unless otherwise directed to do so.

Parent Emails

Parents are requested to provide their email details to their class teacher to allow communication through a parent email list.

General Care (Student Responsibility)

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 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 fully charged for school each day

Transporting the iPad

The iPad should always be within a protective case when carried. An iPad sleeve has sufficient padding and water protection to protect it from normal treatment and provide a suitable means for carrying the iPad within the school.

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

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)
- Not using the iPad for more than 2 hours in any session
- 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

Potential injuries that can occur through the use of 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 iPad 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 much as possible, the need to bend your neck and minimises reflection

Preventing Eye Strain

Eye strain 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 to a 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 away 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
 - Workplace Health and Safety – <http://www.dir.qld.gov.au/workplace/index.htm>
 - Using your device safely, Department of Education, Victoria
- 

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. Apple Schools will be the platform we will be utilising for teaching and learning.

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 practice handwriting. The amount of time that students spend on their iPad each day will vary based on how well the iPad, as a tool to support learning, benefits individual students and learning experiences. Some learning experiences will continue to use pen and paper and hands on materials.

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

A: The iPads will need to be managed at home, however we 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.

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, as long as it meets minimum specifications. We will not recommend a store where you can purchase an iPad. We do not endorse any one store, however the Apple store can support you to set up the iPad. Parents will have access to various portals where purchases can be made. Alternately, Parents are able to purchase from a store of their choice.

Q: What are the minimum specifications required for my device?

A: Students are required to have a full sized iPad (minimum 9th generation and 64gb storage), screen protector, shockproof case with integrated keyboard and headphones (can be used from previous years).

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

A: Yes, a shockproof case with an integrated keyboard is required. Please see below as an example



Q: Should we purchase a screen protector?

A: You should consider purchasing a glass or plastic screen protector to help protect the iPad's glass screen from damage.

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

A: Yes. All students at Miami State School will continue to have access to computer labs and other relevant Digital Technologies to support them with their learning.

Q: Can my child bring a 3G enabled iPad without the SIM?

A: Yes. The reason why we do not want externally controlled internet access is that by having the students go through our school's wireless network, they are also going through Education Queensland internet filters, helping prevent and protect our students from accessing inappropriate content.

Q: Are we required to purchase a stylus pen?

A: No, we are recommending that students do not bring a stylus to school.

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 can 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.

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.

Q: What third party consent requirements are there for app use?

A: Current third-party consent forms already in use at Miami State School will be updated to include the required apps.

Q: How will behaviour be monitored on iPads?

A: The use of iPads will be added to the school's PBL Behaviour Expectations Matrix to reflect Miami's Respectful, Safe Learners focus areas. All expectations will be explicitly taught to students regularly including how to navigate online safely as well as consistent expectations around the day to day use of iPads. Appropriate use of ICT's are already included in the Student Code of Conduct however this will be updated to include the iPad BYOD Program.

Apple classrooms will be utilised to ensure students are engaged and focused on the required task. Classroom is a powerful app for iPad and Mac that helps teachers guide learning, share work, and manage student devices. It supports both shared and one-to-one environments. Teachers can launch a specific app, website, or textbook page on any iPad in the class, share documents between teacher and students, or share student work on a TV, monitor, or projector using Apple TV. Teachers can even see which apps students are working in, mute student devices, assign a specific shared iPad for each student, and reset a student's password. And when class ends, you can see a summary of your students' activities.

Q: Will students be disadvantaged if they do not have a charged iPad or it is being repaired?

A: No, students will not be disadvantaged. There will be access to a small number of loan iPads for students whose iPad is being repaired. Students will be expected to come to school with a charged iPad daily.

Q: What are the costings for the iPad requirements?

A: Once live portals have been opened for parents to access, costings will be clearly outlined including the ability to shop at a variety of different stores some of which include no deposit, interest free options. There will be the mandatory requirements listed as well as optional purchases that are not mandatory.

Q: Who will be involved in the Year 4 BYOD classes?

A: Teachers have self-nominated their interest to be a part of the BYOD Program. Regular and ongoing Professional Development will continue to occur with both internal and external team members to continue to upskill the Miami staff on the use of iPads in the classroom.

Q: Will students receive the same amount of feedback on their work?

A: Yes, students will receive the same amount of feedback on their work.

Q: Will class sizes change (increase) due to the BYOD Program?

A: No, class sizes will not increase and are mandated by the Department of Education.

Q: What will be the complete cost of the apps required?

A: At it stands currently, nearly all of the apps required will be free. There may be a very small number that will need to be purchased however the bulk will be free.

Q: Will YMCA follow the same expectations around before and after school?

A: Yes, meetings between Miami SS and YMCA have occurred and they will be following the same expectations around storage and safety of iPads before and after school. iPads will not be used at YMCA and the same routines and timetables will continue as they currently are.

Q: Why is the BYOD Program being introduced from Year 4 and not from Year 6?

A: There are links throughout the Australian Curriculum with ICT General Capabilities threaded throughout.

Q: Is the iPad BYOD a mandatory program for students in Years 4, 5 and 6?

A: Yes, with the rollout occurring throughout the next 3 years before becoming embedded practice from 2026 onwards for students in Years 4, 5 and 6.

Q: Where do I buy the iPad from?

A: While we cannot recommend where to buy your child's iPad from there will be portals opened online (with links on our school website) that can allow you to shop around and purchase from a retailer of your choice. These costings will be clearly outlined including the ability to shop at a variety of different stores some of which include no deposit, interest free options. Alternatively, you may wish to purchase from a different store one you have researched the options yourself.



Bring Your Own Device (BYOD)

At Miami State School

Parent Information Session 1 - Introduction

Technology at Miami – Future

- As a school we believe it is important to embed technology into the learning – **not for it to be seen as an add on.**
- Using BYOD classrooms is a highly effective educational approach that supports high levels of student engagement and learning for our students. The digital rich learning environment of our BYOD classrooms helps children to gain essential twenty-first century knowledge and skills. Having their own device for use at school enables students to develop the digital capabilities that they need in high school and beyond.
- **Children who participate in the BYOD program use a balance of approaches to their learning, making the most of digital technology and also developing the necessary non-device related skills (e.g. handwriting, mental calculations, maths grid books).**



Strategic Plan 2024–28

Delivering a high equity, high quality early childhood and education system



A strong start for all children



Set critical foundations for children's futures through quality early childhood services.

Our strategies

- Support the provision of high-quality early years services.
- Support access to kindergarten for all children in the year before school, including 15 hours of free kindy per week for 4-year-olds.

1. Digital Capability & Australian Curriculum Integration

"Digital learning is an important part of contemporary schooling. All learning areas in the Australian Curriculum include aspects of Digital learning. Digital Literacy is a general capability... Many schools implement 1-to-1 student device programs... in consultation with their community"

Interpretation: BYOD supports the department's strategic goals by embedding technology seamlessly into the Australian Curriculum and framing digital literacy as a core learning outcome.

- Support families to nurture their child's wellbeing, learning and development.
- Provide accessible and inclusive service delivery responsive to the needs of children with disability.
- Enhance early childhood sector capability to grow the workforce and ensure it is skilled, qualified and culturally capable.
- Implement funding and service delivery models to support children's wellbeing and development, and strengthen learning outcomes.
- Deliver fair, proactive and risk-based regulation to support the early childhood sector to deliver safe and high-quality services.

Our measures

- Wellbeing and development prior to school
- Kindy participation
- Quality of early years services



Every student realising their potential



Embed equity and excellence in education to prepare all children and young people for a positive future.

Our strategies

- Focus on student achievement in English and mathematics as the foundation for engagement and learning in broad curriculum offerings.

- Support successful transitions throughout each student's education journey, including into further education or employment.

- Provide support and flexible educational opportunities to keep students engaged or to re-engage students in learning.

- Provide assistance to families to access the essentials for learning, based on need.

- Explore enhancing teaching and learning through digital innovation to deliver high-quality, virtual learning opportunities no matter where a student lives.

- Enhance access for school communities to a range of data to inform school improvement.

- Deliver integrated responses to provide a range of services to support children, students, families and communities.

Our measures

- Learning outcomes
- Attendance and engagement
- Student retention
- Post-school destinations
- Parent and student satisfaction



Our challenges

We will meet our challenges to:

respond to a fast changing world



The world around us is changing at an unprecedented pace and scale.

Rethinking the way we approach education, learning, and working now and in the future will be essential for us to become more agile in a constantly changing environment.

Our opportunities

technology



Whether it be in the classroom or the workplace, technology provides opportunities to change the way we teach, learn and work, and is a tool to increase engagement, improve knowledge retention and encourage individual learning.

Strategic plan 2021–25

- Engage learners through personalised, collaborative and integrated digital learning experiences



Research

Technologies have the **potential to support** a range of **pedagogical** approaches and educators around the world are exploring the affordances of each new technology to **enhance and transform curriculum**, **learning and teaching**.

Numerous research studies have investigated the impact of mobile technologies on education (Hwang&Tsai, 2011). Australian studies include the 2011 *iPads for learning* project in Victorian schools which concluded that **"quality of teaching, combined with purposeful and effective use of ICT contributes to improved learning"**.

The Implementation of Bring Your Own Device (BYOD) in Primary [Elementary] Schools

Journal article

McLean, Karen. (2016). The Implementation of Bring Your Own Device (BYOD) in Primary [Elementary] Schools. *Frontiers in Psychology*, 7(11739), pp. 1–3. <http://dx.doi.org/10.3389/fpsyg.2016.01739>

Reported benefits associated with BYOD in schools include **high levels of student engagement** through interactive assignments, the use of a range of apps to teach core curriculum skills and independent inquiry learning opportunities (Bruder, 2014). This engagement is attributed to **student-centered pedagogical approaches** that have emerged in response to the **non-standardized learning** environments that are created when students bring their own devices to school for learning (Sweeney,

What is 'Helping Drive Change?'
- SAMR Model.

A powerful tool used to think about technology integration developed in 2010 by an educational researcher.



Research

Built-In Accessibility Features

"The built-in features are one of the most beneficial features that can empower iPads as AT devices... The features can help them improve in a wide range of areas such as vision, hearing, and physical and motor skills."

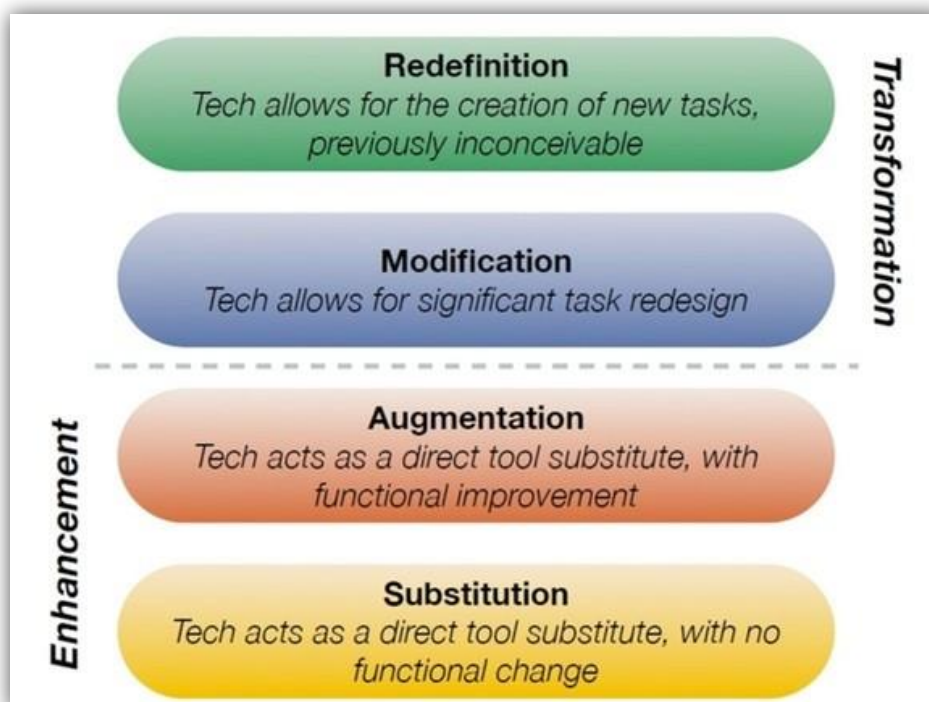
— p. 98

Tools like VoiceOver, Dictation, Guided Access, AssistiveTouch, and Zoom help personalise the iPad experience for different student needs.

These built-in features support Education Queensland's push for inclusive digital access.

Summary Table: BYOD iPad Alignment with Research

Area	Research Insight	BYOD Implication
Curriculum	ICT as a general capability in all learning areas	BYOD provides equitable, daily access to devices (e.g., iPads)
Creativity	ICT enhances higher-order thinking and creativity	iPads as "mindtools" promote authentic, engaging learning
Policy Support	BYOD emerged post-DER to sustain 1:1 access	Seen as a continuation of national ICT investment
Professional Standards (AITSL)	Teachers must demonstrate ICT pedagogy	BYOD enables compliance with TPACK and AITSL expectations
Evidence-Based Models	TPACK, DC frameworks guide effective ICT integration	BYOD success depends on these models being understood and applied
Equity & Personalisation	Students can learn how, when, and where they choose	iPads allow for differentiated and self-directed learning



SAMR Model

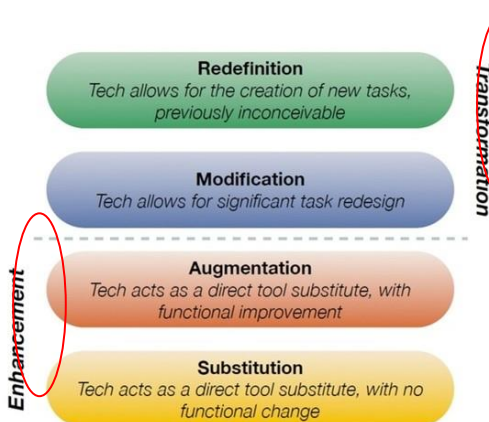
(**S**ubstitution / **A**ugmentation / **M**odification / **R**edefinition)

- The use of iPads in the classroom is pedagogy (the ways in which teachers teach) first.
- Our teachers are the experts in teaching pedagogy, and the iPads provide them with another tool to help meet the diverse learning needs of their students.
- The iPads are not only there to help with student engagement or simply substitute the old way of doing something, eg. Doing an online worksheet that could be done on paper.
- The iPads are there to bring an additional element to teaching and learning that could not be achieved without the technology.



SAMR Model

Original Assessment – Hand Written Writing Task (Narrative)



SAMR Level	Activity Description
Redefinition using technology allows for the creation of new tasks what were previously inconceivable without technology.	Creating a multimedia video
Modification using technology that allows for significant task redesign. The outcome will be the same, but it has enhanced the product.	Students upload drafts of their writing to OneNote for peer review and feedback
Augmentation involves some functional improvement but it is still a substitution. The task is still the same but the technology functions add some additional improvement.	Using speech to text in word processing software to improve the writing process.
Substitution involves doing the same thing you would do without technology and does not modify the task beyond the use of a technology substitution.	Use a word processing software to type a final copy.



Gold Coast Schools - Primary

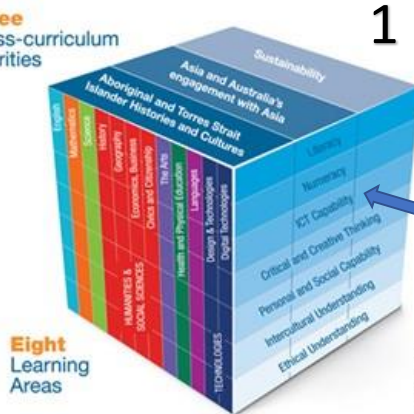


Gold Coast Schools - Secondary



Curriculum

Three
Cross-curriculum
Priorities



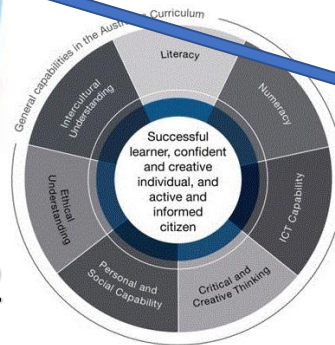
1

ICT

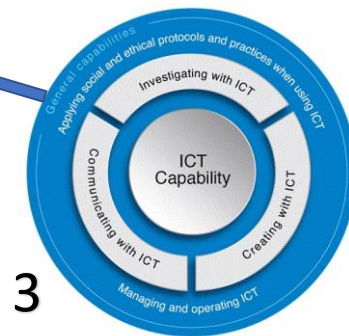
(Information and communication technologies)

Defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information.

Seven
General
Capabilities



2



3

8 KLA's

English, Maths, Science,
HASS, The Arts, HPE,
Languages, Technologies

<https://www.australiancurriculum.edu.au/f10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/>



Curriculum

- ICT is a general capability that is threaded through all KLA's of the Australian Curriculum. (KLA's – Key Learning Areas)
- The Technologies subject requires students to design and create digital solutions to problems. This develops knowledge of information systems, data and computer science.
- Eg – Maths; Spreadsheets / Budgeting / Goods and Services / Mapping / Fractions / Problem Solving
- Eg – English; NAPLAN online / Typing / Drafting / Presenting / Fluency and Reading Tracking
- Eg – Art – Stop Motion Animation / iMovie / Elements of Visual Art / Drama (Puppet Pals)
- Eg – HASS – Effective research and source identification
- **Eg – Across all KLA's - Text to Speech / Learning Walls / Quizzes**



Curriculum – Miami

- **Health (Term 1 – Yr 4)**
- **Unit 1 Netiquette and online protocol**
- Students interpret health messages related to cyber safety and discuss the influences on safe online choices. They describe the connections and benefits students have within an online community and identify resources available to support their online safety.

Life Education Modules (Supplement Mr Crilly's Health Unit)

- bCyberwise – Years 3 and 4
- Miami State High School – Digital Innovations Team will be speaking to our students



Using an iPad is not magical, *it is simply another tool for your child to learn with*

- Moving from using a pencil to an ink pen does not affect what is taught and learned.
- This is the latest version of technology changing how things are done.
- Not changing what is done it is changing the way in which a lesson is delivered – not the explicit content.



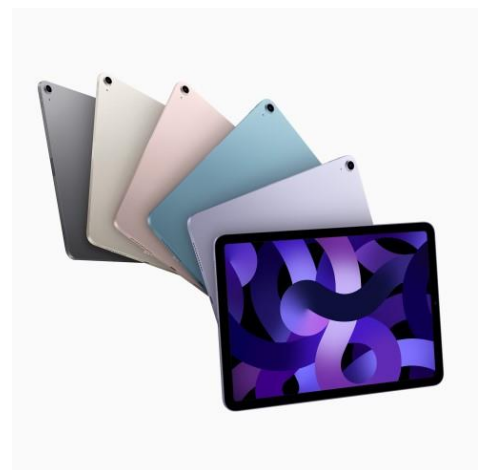
Aims of a 1:1 BYOD Program

- All students (Years 4 – 6) have the opportunity to learn in a 1:1 classroom environment.
- Enhance the student's engagement in learning.
- Improve academic results.
- Students are immersed in investigating, creating, designing and communicating using ICT.
- Students are able to manage and operate with ICTs effectively and efficiently.
- Students apply social and ethical protocols when using ICTs.
- Equip students with the skills they require to live and work in the world today and for the future.



Specific Benefits Include

- Allows for personalised learning.
- Improved student learning outcomes.
- Improved collaboration.
- Give students greater choice and more independence.
- Creates a model for lifelong learning.
- Allows for 24/7/365 access.
- Provides easier student access to online instructional materials.



Teacher Feedback

- Mrs Richardson and Miss Tourish: The transition to iPads has been smooth for our students, who have found them both fun and engaging for learning. This shift has enhanced lesson engagement through interactive elements, while maintaining the structure and organisation of our bookwork and lesson delivery.
- Mr Smith: Students have adapted seamlessly to using the iPads in our classroom as a tool for learning in conjunction with their continued written and hands on work. The iPads allow us to deliver curriculum enhancing prompts or aids to improve student engagement. Students are respectful of boundaries with the iPads and we only use them at appropriate times and keep them stored in the appropriate place.



Teacher Feedback

- Mrs Crawford:
 - Students are so engaged in the lesson and if they are a 'fast finisher' they can quickly jump onto another task that is relevant to their learning.
 - Students have access to everything. The content library informs parents and students of all the resources they need to succeed in the unit. If a student has trouble keeping up with one particular lesson, that lesson is on the OneNote for them to review at home. Students no longer need to take their workbook home to show their parents what they are working on. It is on their device. If a student requires additional support, they have access to the resources they need (eg: times tables, spelling words, calculator, examples, etc)
 - The process of teaching has stayed the same – Explicit Instruction; I do, We do, You do. However the 'you do' is now as times on their iPad.



Teacher Feedback

- Mr Gilliver:
 - Students have adapted well considering it was their first year using them in the classroom. Once they (and I) got their heads around it, I feel it's been so beneficial in terms of learning, sending out work and completing their work.
 - Engagement levels are high, especially during Structured Literacy where students get easy access to the texts and can look for answers right there and then. Small group activities are great and they know they are responsible for getting the work completed.
 - Delivery of lessons has changed because it can be more interactive. OneNote allows me to follow up their work in live time. Students' use of vocabulary drastically improved because they are able to access dictionary.com and thesaurus.com to look up the meanings of words as well as synonyms to improve their writing.
 - I try and even out the amount of iPad work and bookwork. The organisation of work on their iPad is the same as their bookwork; it still needs to be neat and tidy, have the date etc.



Student Feedback

- 'The iPads help us visualise our maths and improve our typing skills' Z. 4S
- 'The iPads allow us share our writing neatly and make our times tables fun' J 4S
- Charlie - I like being an iPad class because it is a change. I still enjoy writing as I work on my typing skills. It is so easy to read on the iPad and have all the information there on OneNote.
- Tessa – It is amazing that we have all these new apps that we would have never of used unless we were at school. I love SORA because you can read so many books when you like!
- Sierra: "It's easier and more fun to do things on the iPad. It takes a long time to get your books out, whereas it's really easy to get your iPad out and know that the questions or text is there ready to go. And that Mr Gulliver can check our work straightaway and make sure that we are all on task."
- Oscar: "It's good for our typing skills. It's good to be able to practice our Maths using games on our iPads which gets us better at multiplication and division. It's easier to access texts on the iPads like having it there ready to go rather than flicking back between pages in a real book."



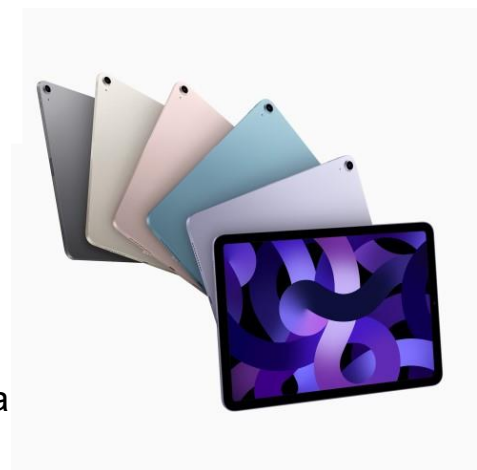
Darren (IT Support) Feedback

- I believe that balanced and appropriate use of technology can stimulate interest, increase proficiency and support differentiated learning pathways for our students.
- Learning can be extended beyond the walls of the classroom, enabling students to continue their learning anywhere, anytime. The use of iPads promotes digital literacy in our students and prepares them for the increasingly technology driven world they will face in their future schooling and beyond school.



Networking

- Working with other Gold Coast schools who have or are implementing BYOD.
- We will continue these relationships into Term 4 and the new year.
- IT Team at Miami SS – knowledgeable others who has worked in BYOD schools, rolled out a similar process.
- Teething will occur – support network around us. These are learning opportunities we work on together



iPad Specifications - 2026



- We recommend the iPad 9th or 10th Generation with a minimum of 64gb storage for all families purchasing a new device.
- All students are required to bring to school an iPad that is capable of running the latest version of iOS.
- The iPad mini does NOT meet minimum requirements.
- Wifi cellular enabled devices cannot be purchased for use at school. All students will have access to filtered Department of Education wifi at school.
- Consider this as an investment. Using a latest generation (budget appropriate) iPad will ensure the greatest longevity and use for the 3 years of the program at Miami SS.



Mandatory Requirements



- Shockproof iPad Case with keyboard (ICT skills such as typing)
- Screen Protector – Glass or plastic
- Headphones – over ear (not ear bud) headphones (owned already)
- Setup Apple Family sharing
- Install required apps as per year level app list

Optional Purchases

- Insurance
- AppleCare Plan



iPad Security at School



- Students will keep iPads in bags before and after school. They will not be used by students who are waiting in before school meeting areas or in after school meeting areas. They will also remain in bags whilst off campus at TSP programs.
- iPads will be kept in classrooms during break time with every reasonable step taken to ensure doors are locked.
- Education program will be written for staff to deliver to students around careful use of devices, manual handling and storage to keep them safe.
- Teachers monitor and supervise iPad use in the classrooms ensuring student safety.
- The ultimate responsibility for the care and maintenance of the iPad lies with the owner and not with the school. This is common practice among BYOD schools.



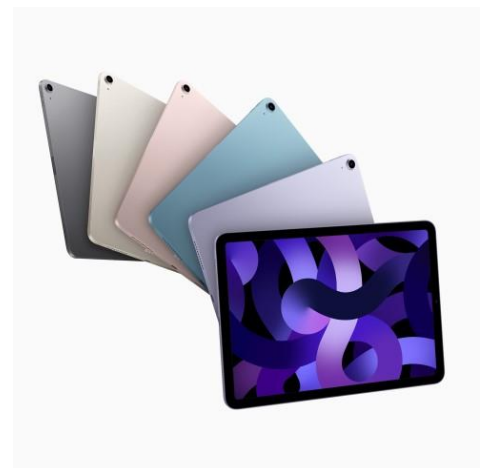
What Filtering is provided?

AT SCHOOL –

- The standard filter which is currently provided on the school network will apply to all devices as long as they connect to the school network.

OFF SITE – (BYOD)

- Sole responsibility of parent/family.
- School filters do not apply when not on the school's network.
- Home access is determined by the parent/family.

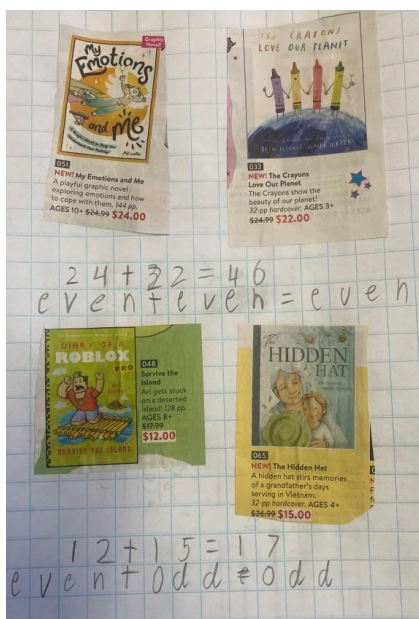


Time on Device daily?

- The amount of time a student spends on a device will depend on the lesson intent and its objective.
- Students will not be using the device 100% of the day.
- iPad's will need to be brought to school fully charged each day.



Current Year 4 Book Examples



Larry the laugher

Out of all of the worlds worst children, Larry was the least funniest, but he laughed at all of his jokes. No-one else laughed at Larry's jokes, except him! He had brown hair and blue eyes, he always had a massive smile of laughter. You will never see Larry not laughing, even if he is playing on the playground, you will still see him giggling. The reason Larry never stops laughing, is because when he was young, he loved telling jokes, but the problem was, that ^{no one EVER} ^{or even people} they just told him how bad his jokes were. He felt so sad. From that day, he never stopped laughing. He would ^{giggle} laugh and chuckle when he was having a shower, doing his homework, going to sleep, he never stops laughing, cackling and giggling. It is just a world of laughter.

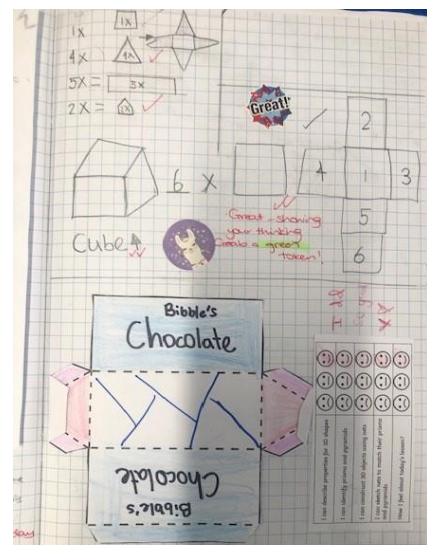
Larry went to Tiddlywinkle school, it was a school placed in a very busy city, in Ohio. One day, Larry had an idea, he was going to



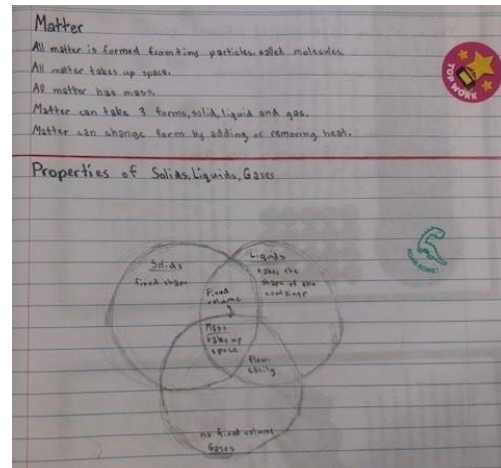
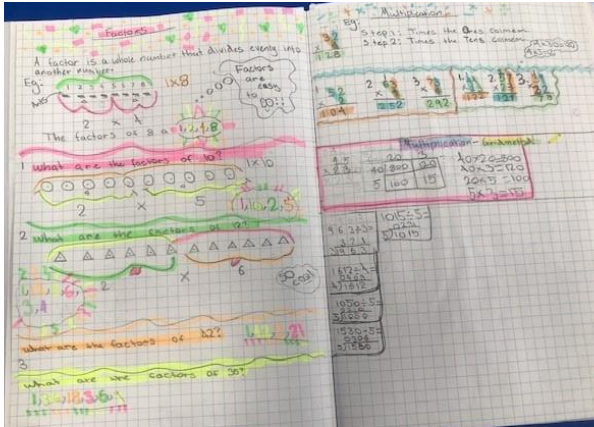
Current Year 5 Book Examples



Current Year 5 Book Examples



Current Year 5 Book Examples



 Sponsored CHESONA iPad 9th Generation Case with Keyboard, 7 Color Backlit, Multi-Touch Trackpad, Built-in Pencil Holder, 2 Bluetooth Channels, Flip... ★★★★☆ 846 \$79⁹⁹	 Sponsored Witzon iPad 9th Generation Case with Keyboard 10.2 Inch - Backlit Wireless Detachable Folio Cover with Pencil Holder for iPad 8th Gen / 7th... \$59⁹⁹ Buy 2, save 5%	 Sponsored Dexnor for iPad 9th Generation Keyboard Case Floating Cantilever Magnetic Stand Multi-touch Trackpad Backlit Pencil Holder Magic Style... ★★★★☆ 27 \$89⁹⁹	 Sponsored KVTVOU iPad 9th Generation 2021/8th Gen 2020/7th Gen 2019 Keyboard Case with Pencil Holder, Soft TPU Back Cover, Magnetic... Limited time deal \$35¹⁹ Was: \$37.99	 Witzon iPad 9th Generation Case with Keyboard 10.2 Inch - Backlit Wireless Detachable Folio Cover with Pencil Holder for iPad 8th Gen / 7th... \$59⁹⁹ Buy 2, save 5% prime FREE delivery by Thursday 25
 Inateck iPad 10th Gen Case with Keyboard, Ultralight iPad Keyboard Case for iPad 10 Gen 2022, iPad Air 6 2024 11", iPad Air... ★★★★☆ 176 50+ bought in past month \$69⁹⁹	 Rimposky iPad Keyboard Case for 10th Gen 10.9" 2022, 7-Color Backlit Keyboard Case for iPad 10th, iPad Case with Detachable Keyboard & 2... ★★★★☆ 108 \$49⁹⁹	 iXTRA Keyboard Case for iPad 10th Generation 10.9 Inch, 360° Rotatable Slim Clear Shell Magnetic Keyboard Case Detachable Wireless Keyboard... ★★★★☆ 6 \$59⁹⁹	 Rimposky iPad Keyboard Case for Apple iPad 10th Generation 10.9" 2022, Ultra Slim Folio iPad 10th Gen Magic Keyboard Case, iPad 10th Ge... \$79⁹⁹ Save 20% with coupon	 iPad 10th Generation Keyboard Case - Touchpad Detachable Keyboard with Pencil Charging Holder - iPad 10 2022 10.9 inch Slim Leather Folio... ★★★★☆ 90 \$59⁰⁰



\$69

FREE DELIVERY

Add to cart



iPad 10th Gen 10.9" Wireless Bluetooth Keyboard Smart Cover

\$59.99

PRICE DROP

\$49.18 Save 7%

Was \$52.89



Do you have a Question?

