















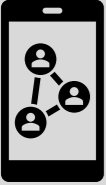
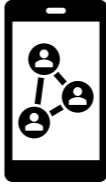








SECTION B– Shared Expectations for Technology use at Home and School.

Overview









Digital technologies naturally extend beyond the physical boundaries of school and home, connecting learners globally to vast knowledge, opportunities, and resources. As this technology moves between home and school, it is crucial to establish shared expectations for its use in both spaces. The school's expectations are outlined under the six lenses below.

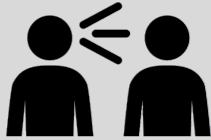
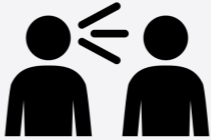




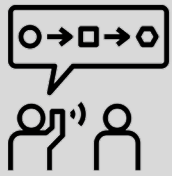

To use the required digital technologies at Eltham High School, students and parents must agree to these compulsory expectations, ensuring safe, effective, and consistent use. This agreement also encourages parents/guardians to take the opportunity to discuss digital technology expectations for at home.

At Home:		At School:			
	<p>Below we have provided conversation starters that we strongly recommend that you have with your learner to ensure the safe, effective and sustainable use of their technology at Eltham High School.</p> <p>These are optional and not required to be completed for the agreement to be valid and signed. For more information and detail unpacking these ideas please refer to the resource guide linked on page 1.</p>		<p>Below are the required expectations of how digital technologies will be used by students to ensure the safe, effective and sustainable use of their technology at Eltham High School.</p> <p>These are not optional and are required to be read and checked for the agreement to be valid.</p>		
<p>These lenses and categories help students use digital technology intentionally and strategically to maximize learning. Without managing these elements, they risk digital self-sabotage.</p>					
To consider	Details	Digital Technology Lens	Category	Students will (tick central checkbox per row)	
 <p>Physical Device Management</p> <ul style="list-style-type: none"> How will we as a family protect your device's physical integrity to ensure that it is in the best working order across its life? 	Click or tap here to enter text.	<p>Digital Hygiene</p> <p>When I use digital technology, I ensure digital hygiene by regularly updating my software, using strong and unique passwords, avoiding suspicious links and downloads, and being mindful of my online privacy settings to protect my personal information from potential threats. I also care for the ongoing proper use of my digital devices by regularly cleaning them, managing storage efficiently, and ensuring that they are secure from physical and digital threats.</p>		<p>Physical Device Management</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Ensure they don't alter their device physically (with paint, stickers etc.) during school time. Ensure that their device is kept in a tough case at school. Ensure that the machine is safe to use and will not cause a cut hazard (i.e. cracked screen). Ensure that their device and all peripherals are labelled, and parents have a record of the serial numbers.
 <p>Transport of Device</p> <ul style="list-style-type: none"> How will your device travel to and from school and where and how will it be stored to minimise the chance of breakage? 	Click or tap here to enter text.			<p>Transport of Device</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Only move their device between any locations when the keyboard cover is closed. Ensure their device is stored on an appropriate table or tablelike surface, never the floor. Ensure when their device is not on their person is locked in a classroom, their locked locker or with IT.
 <p>Charging Devices</p> <ul style="list-style-type: none"> How will our family charge your device every day, where, when and how will we do this? 	Click or tap here to enter text.			<p>Charging of Device</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Ensure they bring a charged laptop to school every morning, and only use library charging to top up charge. Ensure they leave their untagged chargers at home or in their locker.
 <p>Backing up data</p> <ul style="list-style-type: none"> How will we manage storage of personal software that can't be automatically backed up on the OneDrive system? 	Click or tap here to enter text.			<p>Backing up data</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Ensure that they are logged in and keep their @schools OneDrive account active at all times. Ensure that their physical hard drive (SDD) always has at least 15% capacity free for optimal device use.
 <p>Updates & Acceptable Software</p> <ul style="list-style-type: none"> What other personal software and data are we as a family happy for you to have and utilise on this device? 	Click or tap here to enter text.			<p>Updates & Acceptable Software</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Ensure that they do not install VPNs on their device this includes apps, browser and extension versions. Ensure that they restart their machine inside the school network every morning at the start of the day to allow for any updates.
 <p>Passwords</p> <ul style="list-style-type: none"> How will we set up and manage your passwords so that a trusted family adult member still has access? 	Click or tap here to enter text.			<p>Passwords</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Ensure that their password is 'complex 8' and unique per program; using a password manager as required. Ensure that their password remains secured and is not shared (besides with a trusted parent or guardian).

	To consider	Details	Digital Technology Lens			Students will (tick each checkbox)
	Social Media <ul style="list-style-type: none"> What (if any) social media programs are we happy for you to engage with? If so, on what devices? What kind of information is allowed on your profile? Which trusted adults will be connected? What kind of connections, posts, direct communication and engagement do we as a family find acceptable? When, where and for how long can you engage with social media? 	Click or tap here to enter text.	Digital Distractions When I use digital technology, I will ensure that I use it strategically to minimise its potential to undermine my own physical, emotional and academic wellbeing and learning opportunities.		Social Media <input type="checkbox"/>	<ul style="list-style-type: none"> Use no element of social media (scrolling, posting, voice recording, texting, video calling, streaming etc.) on any device inside the grounds of Eltham High School or on excursions or camps outside of the school.
	Gaming <ul style="list-style-type: none"> What (if any) gaming software (including browsers and apps) will be allowed on this device? Under what circumstances will games be played on this device? For how long and where? 				Gaming <input type="checkbox"/>	<ul style="list-style-type: none"> Only engage with personal gaming as a part of a club setting on the nominated lunchtimes in the library. Only engage with educational games as directed by their teacher for a specific learning purpose and/or reward.
	Multi-tasking & Notifications <ul style="list-style-type: none"> How will we maximise focus and study time by minimising digital distractions? What kind of notification, focus and do not disturb settings will we set on your device? 	Click or tap here to enter text.			Multi-tasking <input type="checkbox"/>	<ul style="list-style-type: none"> During school hours only have the core software open (Compass, Teams, Outlook, Office 365) and other programs as directed by their teachers. Not use music streaming during class unless directed by teachers as a part of a lesson. Not use wired or unwired headphones during class unless directed to do so by a teacher, as a part of private study or otherwise organised.
	<ul style="list-style-type: none"> Is there times when we need to have digital downtime with no notifications or digital distractions? 	Click or tap here to enter text.			Notifications <input type="checkbox"/>	<ul style="list-style-type: none"> Have Teams and email notifications active on their device during normal school hours. Not have personal notifications from any online communication service, marketplace or online service active during school time.
	To consider	Details	Digital Technology Lens			Students will (tick each checkbox)
	Digital Content <ul style="list-style-type: none"> What type of digital content is appropriate in our family? What will we do in different homes that have different content expectations? How will we ensure safe searching to minimise unsuitable/disturbing content? Which trusted adult will you talk to if you see/engage with something that is upsetting? What will you do if you are worried about content you have seen? When, where, and on what device do we encourage general searching? 	Click or tap here to enter text.	Digital Distress When I use and engage with digital technology I do so mindfully and critically to minimise how it might influence my wellbeing, thinking and feelings about issues and myself.		Digital Content <input type="checkbox"/>	<ul style="list-style-type: none"> Students will not stream any videos from any platforms inside school grounds unless relevant as part of a specific course of study. Not engage with content rated over PG even as part of a study unless official Compass based consent is provided from parents or guardians. Approach a teacher or staff member to discuss shared digital materials that they have found problematic. Not expect staff or peers to answer or respond to school related issues outside of normal working hours.

These lenses and categories help students use digital safely and responsibly. Without managing these elements, students risk intentionally or indirectly being digitally aggressive.

	To consider	Details	Digital Technology Lens			Students will (tick each checkbox)
	Academic Integrity, Respect & Fairness <ul style="list-style-type: none"> How will we ensure that you have enough time to complete your tasks properly? What strategies can we use if someone wants to copy/use your work. What will we do if you are unsure of how to complete a task and/or use digital technology? 	Click or tap here to enter text.	Digital Integrity I use and engage with digital technology to create high-quality work that upholds academic integrity by being honest, fair, respectful of others' contributions, trustworthy, and responsible in all my academic activities.		Academic Integrity <input type="checkbox"/>	<ul style="list-style-type: none"> Take responsibility for their own work, including understanding and adhering to the use of digital technologies (including generative AI) as set out in the task conditions. Develop and present their own work, acknowledging the contributions of others' (including both human and generative AI) truthfully, including avoiding all forms of digitally enabled plagiarism and collusion.
		Click or tap here to enter text.			Respect & Fairness <input type="checkbox"/>	
	To consider	Details	Digital Technology Lens			Students will (tick each checkbox)
	Information Pollution, Virtual Disturbances & Griefing <ul style="list-style-type: none"> What types of digital content are we happy for you to create and post (consider: videos, music, short reels, comments, liking etc.) What does suitable engagement look and sound like? What types of parental monitoring will we use to support safe internet habits? 	Click or tap here to enter text.	Digital Disruptions When I use and engage with digital technology, I will do so in a manner that ensures data security, privacy and a safe and productive learning environment for all.		Information Pollution, Virtual Disturbances & Griefing <input type="checkbox"/>	<ul style="list-style-type: none"> Ensure that they are only posting or creating data (comments, images, GIFs, reels or videos) that are relevant and appropriate to the task. Ensure that they don't add data (any files, posts, comments) in a manner that disrupts normal user experience. Ensure that they safeguard Eltham High Schools digital systems by not engaging in any physical or virtual actions that compromise them. Tell a staff member or IT if they observe any unusual activity of the digital systems.
		Click or tap here to enter text.			Phishing, Data Breaching and Hacking <input type="checkbox"/>	

	To consider	Details				Students will (tick each checkbox)
	Harassment <ul style="list-style-type: none"> What kind of communication (visual, written or verbal) counts as inappropriate for a public setting? What will we do if someone communicates inappropriately with you or your observe it? 	Click or tap here to enter text.	<p>Digital Civility</p> <p>When I use and engage with digital technology, I recognise that I am a digital citizen and must act in a manner that promotes respect, inclusivity, tolerance, and responsible behaviour towards others.</p>		Harassment <input type="checkbox"/>	<ul style="list-style-type: none"> Only communicate digitally directly or indirectly with each other in a genuine and respectful manner, never: threatening, offending or being abusive through any form of data. Remove themselves from the online environment and tell a trusted adult if someone speaks to them in an inappropriate manner.
	Doxxing & Outing <ul style="list-style-type: none"> What kind of information is confidential and should never be shared? What information are we happy to share? What does active consent mean and who can give it? 	Click or tap here to enter text.			Doxxing & Outing <input type="checkbox"/>	<ul style="list-style-type: none"> Never share another person's personal information or image without consent. Never use another person's private information or image (real or generated) to harass, intimidate, threaten, humiliate or shame. Let a trusted adult know if they see information (theirs or another's') being shared inappropriately.
	Flaming & Trolling <ul style="list-style-type: none"> What kind of negative consequences could arise from a conversation that started in jest but gets out of hand? What actions can we take if a conversation is degrading and becoming inappropriate? 	Click or tap here to enter text.			Flaming & Trolling <input type="checkbox"/>	<ul style="list-style-type: none"> Only engage in online disagreements politely and constructively. Never use intentionally inflammatory, provocative, offensive or irrelevant comments to provoke, disrupt and disorientate conversations in digital environments. Remove themselves from the environment and let a trusted adult know when they observe inappropriate commenting and conduct.
	Excluding, Impersonating & Disinformation <ul style="list-style-type: none"> How do we distinguish between private conversations between friends and exclusion in group settings? What are some strategies we can engage with when we feel excluded? What are some strategies we can use to make people feel included? 	Click or tap here to enter text.			Excluding, Impersonating & Disinformation <input type="checkbox"/>	<ul style="list-style-type: none"> Never create and/or disseminate false or generated stories, rumours, images, videos or recounts with the direct or indirect intention of discrediting or humiliating another. Only act as their own agents in digital spaces, never pretending to be someone with the intent of misrepresenting that person's actions, wishes or views to phish data, make connections or damage a reputation. Not engage in actions which are designed to intentionally digitally isolate another person, group, minority etc. Remove themselves from the group and let a trusted adult know.