

West End State School



**BYOD
Handbook**

2026



School Vision:

Empower a generation to positively impact the world.

School Mission:

Children who are leaders of their own learning, who are self-regulated, kind, generous and respectful, excelling at learning and exceeding at life, embracing an enduring love for learning.

Foreword

This handbook has been compiled to provide a ready source of information for parents/carers, teachers and students about matters influencing the efficient use of the BYOD iPads. Each student should be thoroughly familiar with its contents and follow all guidelines. This handbook is open to review as we stay responsive to the needs of our students and our community.

Contact Information

Email is our most efficient form of communication. Please email the team at byod@westendss.eq.edu.au with any questions or concerns.

Policy Owner and Document History

Policy Owner	West End State School		
Document History	Date	Approved By	Due for Review
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About BYOD

BYOD and the Australian Curriculum

P–10 AUSTRALIAN CURRICULUM: GENERAL CAPABILITIES – DIGITAL LITERACY

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.



English

Through the English curriculum, students develop the ability to use digital tools to communicate and collaborate, and read and access information. They use a range of tools to create and edit digital and multimodal texts and presentations. Students select and evaluate sources, and respect intellectual property. They consider the suitability of information, audience and online safety when using digital tools.

Mathematics

In Mathematics, students develop an understanding of digital literacy and related skills when they investigate, create and communicate mathematical ideas and concepts using automated, interactive and multimodal technologies. They draw on digital literacy skills to perform computations; construct graphs; conduct probability simulations; collect, manage, analyse and interpret data; experiment mathematically; share and exchange information and ideas; and investigate concepts and relationships. Digital tools with numerical, financial, graphical, spatial, symbolic and statistical functionality, such as spreadsheets, graphing software, statistical software, dynamic geometry software and computer algebra software, can engage students, enable them to work on complex and sophisticated problems, and promote understanding of core concepts.

Science

Students develop digital literacy as they operate and manage digital systems and practise digital safety and wellbeing while investigating, creating and communicating. In particular, they use digital literacy to access information; collect, analyse and represent data and information; model and interpret concepts and relationships; and communicate science ideas, processes and information.

Digital tools such as animations and simulation software can support student understanding of abstract phenomena, as they give opportunities to view phenomena and test predictions that cannot be investigated through practical investigations in the classroom.

Technologies

Digital Technologies explicitly supports the development of digital literacy across the curriculum. Together, Digital Literacy and Digital Technologies give students the opportunity to become discerning users, productive creators, critical analysts and effective developers of digital solutions. Digital literacy is context dependent and involves students developing the knowledge and skills needed to learn effectively in the digital world. Development of digital literacy allows students to operate and manage digital systems and practise digital safety and wellbeing while investigating, creating and communicating. As students develop digital literacy skills, they build their understanding of how to utilise digital tools when designing digital solutions. While specific elements of Digital Literacy are addressed in Digital Technologies, concepts and skills are consolidated and extended across all learning areas and subjects including Design and Technologies.

In Design and Technologies students learn how to operate specific digital tools to help them realise their design ideas. This occurs, for example, when investigating needs or opportunities, or researching and analysing information. It also occurs when they generate and communicate design ideas, processes and solutions (from basic drawing and modelling

programs to computer-aided design or manufacture, rapid prototyping and creating simulations). And also, when they develop plans, schedules and processes; and collaborate online to create innovative and enterprising designed solutions.

BYOD Device Specifications

Required

- iPad (10th Gen), iPad Air 11-in, and iPad Pro 11-in are suitable.
 - iPad Minis and 13 Inch iPad Air or iPad Pros are not recommended as some apps do not support these screen sizes.
- WiFi compatible only – If the iPad has cellular capabilities, SIM or eSIMs need to be removed before the device can be used at school.
- Protective case and screen protector.
- iPad and accessories labelled/engraved with student name and school.

Recommended Accessories and Additions

- AppleCare and device insurance. BYO devices are not covered by the school's insurances in the case of damage, loss or theft.
- Headphones that are compatible with your iPad (required for NAPLAN in Year 5 and multimedia assessments in both Years 5 and 6).
- Stylus – while an Apple pencil or stylus isn't required, it's helpful for digital worksheets and annotations.



Basic Stylus



Smart Stylus
(Multiple Brands)



Apple Pencil

- Keyboard case – makes writing assignments and general classwork a lot easier than using the on-screen keyboard. Please ensure keyboard cases do not require replaceable batteries e.g. button batteries. Refer to: [Safety Standards-ACCC](#)



Equity

If you have difficulty meeting the costs involved in this program, please contact the classroom teacher. As a public school we are committed to ensuring every child has access to a device regardless of the family's financial position.

Communication and Feedback

We encourage a learning partnership and open communication. If you have any questions or feedback, all enquiries can be addressed to byod@westendss.eq.edu.au.

At School

Digital learning

All learning experiences are carefully considered when teachers are planning units of work. There will not be a defined maximum or minimum time-limit imposed onto iPad use in the classroom, however best practice involves teachers using their professional judgement to ensure a balance of offline and active learning experiences.

iPad Supervision

The use of iPads is not permitted on school grounds before school, during lunch times, and after school without the permission of a teacher and under their direct supervision. iPads are not to be removed from school bags until students are in their classroom and their teacher has directed them to do so.

iPads will remain in classrooms between 8:40am and 3:00pm, with the exception of specialist lessons, where iPads may be required for schoolwork. If the classroom teacher is absent, the devices may not be used and is at the discretion of the supervising teacher. Students are required to sign the Student Participation Agreement (outlined below) to ensure these guidelines are followed. The Student Participation Agreement is to be returned to your classroom teacher prior to the device being used at school.

Internet Filtering and Restrictions

While students are at school, internet traffic is filtered by the Department of Education's filter system. To filter content at home, parents and carers will need to adjust settings on the iPad to keep students safe from explicit or inappropriate content.

Classroom management plans will include consequences for sharing content that does not relate to learning. It is important for teachers and parents/carers to work together in educating students about reporting and talking to trusted adults when they encounter inappropriate material. For more information, watch this eSafety video: [iParent – Inappropriate Content](#).

Code of Conduct

The WESS Student Code of Conduct defines processes for dealing with behaviour issues. The same processes for minor and major behaviour incidents at WESS will be followed for students using technology. Extreme cases may have to be forwarded onto the Department of Education's Cybersafety and Cybersecurity Team. Teachers, students and parents/carers should be familiar with its contents, including, but not limited to:

- Disciplinary consequences
- Use of mobile phones and other personal technology devices by students
- Appropriate use of social media
- Cyberbullying response flowchart for school staff

The WESS Code of Conduct is on our school website: [Student Code of Conduct](#).

Student iPad Participation Agreement

To ensure students understand their responsibilities we have a student-friendly participation agreement which families will need to read through together. This agreement aligns with the WESS Student Code of Conduct and is specific to expectations around personal iPads. It is a requirement that the Student iPad Participation Agreement is signed by the student and parent/carers and returned to the classroom teacher. A copy of this agreement is in the final section of this handbook.

Ergonomics

Tablet use is associated with a high degree of flexion in the head and neck, that is 15-25° beyond a neutral, relaxed posture. This increase will quickly lead to fatigue and discomfort, and over time, injury. By elevating the device and avoiding lap-level locations students can minimise any associated risks. This advice is supplied by [The Harvard School of Public Health](#). Our teachers are aware of the need for good posture whilst using devices in the classroom and can help students maintain correct posture for using devices. Tips supplied by the University of Oxford include:

- Adopt a good sitting position to avoid straining your arms
- Do not slouch, sit forward or crouch over the iPad; sit up straight with the lower back supported
- iPads are not designed for prolonged use
- Work on a stable base and not on your lap
- Take regular breaks, especially to reposition the head and neck, and to rest the eyes

What to do if your device is being repaired

Arrangements will be made between the school, student, and parent/carer to facilitate access to a school managed device if available.

Third Party Consent

Our school uses tools and resources to support student learning, including third party (non-departmental) online services hosted and managed outside of the Department of Education network.

Online services, including websites, web applications, and mobile applications, are delivered over the internet or require internet connectivity. Examples may include interactive learning sites and games, online collaboration, and communication tools, learning management systems, and file storage.

BYOD requires permission for certain external services, such as SeeSaw and ACER OARS. QParents is used to manage student online third-party consent.

QParents

[QParents \(External Link\)](#) is a secure, online portal that has been created by the Department of Education to provide parents of Queensland state school students with 24-hour access to their child's information.

The portal allows you to securely access information about your child and communicate directly with your child's school.

At Home

Screen Time and Focus Settings

Parental controls guide students to create habits that will set them up to self-regulate their experiences online. Screen time settings allow you to monitor, limit and block apps and content. Setting this up with your child and including them in the decision-making process may help them make and own responsible choices. Follow the onboarding checklist when you are ready to set this up. More information is available at: [Use parental controls on your child's iPhone, iPad and iPod touch – Apple Support \(AU\)](#)

Further [tips from the eSafety Commissioner](#) include:

- Be involved
- Work with your child to set boundaries for screen use
- Be clear about the consequences of not switching off
- Set device-free zones and times at home
- Ask your child to explain their screen use
- Use iPad settings to help manage access
- Lead by example

For more safety tips including an eSafety guide aimed at informing parents on safety and better understanding on the apps and websites children want to use, go to the [eSafety Commissioner](#) website.

[Act eSafe](#) is a short video for 7 to 10 year old's which focuses on e-security and eSafety.

Time on Devices

The Australian Institute of Family Studies (AIFS) recommends:

- No screen time for children younger than two years
- No more than one hour per day for children aged 2–5 years
- No more than two hours of sedentary recreational screen time per day for children and young people aged 5–17 years (not including schoolwork).

[Too much time on screens? | Australian Institute of Family Studies \(aifs.gov.au\)](#)

Important Documents

Present these documents to the classroom teacher along with your set-up iPad when ready for BYOD:

- BYOD Student Participation Agreement
- Onboarding Checklist

Copies of these documents are available on the following pages, as well as the Forms Section on [Bring Your Own Device \(eq.edu.au\)](#)





BYOD iPad Participation Agreement 2026

Please present this completed form to the classroom teacher on your first day of participation in the program.

General Use:

- I understand that it is my responsibility to keep my iPad and accessories safe, charged and in good working order.
- I understand it is my responsibility to bring my iPad and all accessories to school each day.
- I will ensure my iPad is charged and ready to use at the beginning of the day.
- I will hold the iPad safely in a three-point hold and will always walk while carrying it.
- I will ensure my iPad is kept in my school bag while travelling to and from school and ensure it is not to be used prior to 8:40am or after 3:00pm.
- I will ensure my iPad is kept in the classroom during lunch breaks. If I am using my iPad during the lunch break it is under direct supervision of my classroom teacher.
- I will only take photos and record sound and video when given permission by my teacher.
- I will not touch other students' iPads or accessories.
- I will follow staff direction in relation to the use of my iPad.
- I will report any accidents or breakages to my parents/carers and teachers as soon as possible.
- If my iPad is damaged at school, I understand that the school will investigate to determine the cause of the damage and the WESS Student Code of Conduct will be followed.
- If the classroom teacher is absent, and not replaced by a WESS staff member, devices may not be used for the day.

Content:

- I will use the iPad only to support my school learning while at school.
- I will not keep any inappropriate software and content on my iPad.
- I will ensure there is adequate free storage available on my device for classroom use, and my iPad is backed up regularly.
- I understand that I am not permitted to access Social Networking apps, including Messaging contacts at school, or on the way to and from school.
- I understand that many social networking apps such as Facebook, Instagram and Tiktok have a minimum age restriction of 13 years old.

Safety and Security:

- While at school, I will only connect my iPad to DET's filtered internet service and Education Queensland's Managed Internet Service (MIS).
- When devices are used at home, parents/carers are encouraged to manage the monitoring of student online activity and use iPads in a common area.
- I will only use my school email account for email related to learning under the direction of my teacher.
- I will not send group emails or chain emails from my school email account.
- I will not share personal details or images of myself or others online or in electronic communication unless it is safe, and I have asked for permission.
- The school's name, logo or uniform must not be used in any way which would result in a negative impact for the school community.
- I will use my iPad lawfully and in accordance with the WESS Student Code of Conduct regarding ethical use of equipment, technology, use of legal software, cyber safety, use of the internet and the protection of personal data.
- I will not share account names and passwords with other students.
- I am responsible for the security and use of my iPad while at WESS.

I agree to abide by the guidelines outlined in this Student Participation Agreement. I also commit to being a responsible user of technology.

I understand that non-compliance or irresponsible behaviour consequences relative to the behaviour will be determined by the school as per the WESS Code of Conduct.

Please select one of the following options and fill out the form below:

- I will be bringing my own iPad from Home.**
 - I confirm that the 2025 Onboarding Checklist has been completed in full.
 - I confirm that my iPad is WiFi Only/Cellular features are not enabled (SIM or eSIM removed).
 - I confirm that devices and accessories do not contain button batteries or, if present, comply with Australian Mandatory Standards
 - I have responded to the Third Party Online Consent forms sent through QParents or have contacted the school to discuss this further.

- I will be requesting a School Owned and Managed iPad.**
 - I understand that the iPad assigned to me will only be used at school when directed by a teacher.
 - I will not take the iPad home and I have another device to access digital schoolwork from home.
 - My family may be required to financially support the repair/replacement of a damaged iPad or accessory.
 - I have responded to the Third Party Online Consent forms sent through QParents or have contacted the school to discuss this further.

For School Owned iPads Only – Filled out by Classroom Teacher after Device Delivery
Device Assigned:

Student Name: _____

Student Signature: _____

Class: _____

Parent/Carer Name: _____


Parent Signature: _____



Date: _____




Onboarding Checklist 2026

Please present this completed form to the classroom teacher to participate.

Required Onboarding Tasks: <i>These are tasks that must be completed before bringing your iPad to school</i>	Completed? (Please Tick)
<p>1 Before you Start: Check that your child's iPad is an iPad (10th Gen), iPad Air 11-in, or iPad Pro 11-in. It is recommended that an iPad be factory reset if it has been used prior to being used in BYOD. Additionally remove any SIM cards or eSIM from the device if this is installed. Check for button batteries.</p>	
<p>2 Create a student Apple ID: The easiest way to do this is through Create an Apple ID for your child - Apple.com. Please do not setup the iPad with a shared parent Apple ID as information saved to a parent's iCloud will be synced to the device. We advise that you do not tell your child the Apple ID/Password. Correctly creating your child's own Apple ID will ensure that they are only accessing age-appropriate apps and content in the App Store and Safari. You will also be able to purchase/approve installation of non-school apps for their iPad without having to be on their iPad. For more information, go to Family Sharing - Apple.com</p>	
<p>3 Name your Child's iPad and Accessories: Digitally name your child's iPad in Settings >General > About > Name, and physically label or engrave their iPad and all accessories.</p>	
<p>4 Add a Lock Screen Passcode: iPads must have a lock screen passcode. Use TouchID or FaceID. A 6 Digit passcode is required. Set a passcode on iPad - Apple.com</p>	
<p>5 Set your iPad language to English: Go to Settings > General > Language & Region > iPad Language</p>	
<p>6 Download Intune Company Portal App: Sign in by entering your child's EQ email, MIS ID and password. Follow this DoE how to guide: iOS enrolment video - Youtube.com. Company portal provides access to the school's secure network and app list that students will use at school.</p> <div style="text-align: right;">  </div> <p><i>For new enrolments: Signing in may not be possible until after your student has attended class and their account has been created. Please download Intune Company Portal and let the teacher know you haven't fully completed this step.</i></p>	
<p>7 Install Essential Apps: Company Portal provides the following apps for students to download: Microsoft Word, Excel, Powerpoint, OneNote, OneDrive, Teams, Notability, SeeSaw, and Switch4Schools. <i>Other apps are available through Company Portal and will be downloaded with teachers when necessary. They are not required to install during onboarding.</i></p>	
<p>8 Organise Apps and setup School Focus Drag all school apps so they sit on their own page without any personal apps or games. Then go to Settings > Focus. Name the focus something like "School: Student Name Class" as this appears on the lock screen during school hours.</p> <p>Setup a New School Focus by following this guide: How to use Focus on your iPhone (Works for iPads) Apple Support - YouTube</p> <p>Notifications should be set to: People – None Allowed and Apps – None Allowed Customise Screens should be set to the above created school apps page. No games or personal app pages should be selected. Set a schedule should be set for Monday to Friday 8:00am to 3:00pm.</p>	

Recommended Onboarding Tasks: These are tasks/settings we recommend you complete before bringing your device to school	Completed? (Please Tick)
1 Download Book Creator App Book Creator is available on the App Store for \$5.99. This will require credit card details that can be deleted as soon as installation is complete. 	
2 Enable – Dictation and Predictive Text Go to Settings > General > Keyboards > Enable Dictation Go to Settings > General > Keyboards > Predictive	
3 Enable - Dictionary Go to Settings > General > Dictionary > English (UK)	
4 Enable - Multitasking Gestures Go to Settings > Home Screen & Dock > Multitasking and Gestures (select each function to green)	
5 Enable - Speak Selection Go to Settings > Accessibility > Spoken Content > Speak Selection (Slide to green = on)	
6 Set up Content and Privacy Restrictions Go to Settings> Screen Time> Content & Privacy Restrictions> (slide to green = on) Web Content> Limit Adult Websites (tick) This keeps internet searches safe at home, as the school internet filters for safe content. Continue adjusting restrictions as you choose. These are a few settings we recommend you turn on: <ul style="list-style-type: none"> • iTunes and App Store Purchases > Require Passcode > Always Require (tick) • Content Restrictions > • Music, Podcasts, News and Workouts> Clean • Music videos > off • Music profiles > off • Movies > G or Don't Allow • TV Shows > G or Don't Allow • Books > Clean • Apps > 9+ • App Clips > Don't Allow 	
7 If you want to get Creative, Create a Lock Screen to easily identify the iPad: Lost iPads can be returned to their owner easily with the right information on the Lock Screen. Using an image editing tool like Book Creator or Canva, you can make a lock screen wallpaper with the student's name, class and your or the school's contact details on it. Let your child pick out a picture they like so it looks a fun, and set it as the lock screen wallpaper.	

Teacher Checklist:

ACTIVITY	Completed? (Please Tick)
Student Participation Agreement Signed and Returned	
iPad is Connected to WiFi	
No Cellular Data Enabled - Check this by turning WiFi off and seeing if  appears in the top right corner.	
Third Party Online Consent Received – Check through Consent Manager. If Consent is not received, none Microsoft Apps are not to be used.	
School Printers have been joined and are functional	