

TECHNOLOGY POLICY 2026

Forming part of: Giant Steps Tasmania's *Health and Safety Manual*

Policy Statement

Giant Steps Tasmania recognises the many educational benefits technology can offer. The School promotes the appropriate use of technology to support students to learn, communicate and live in a digital world and for staff members to deliver the curriculum and remain up-to-date with organisational issues and professional development.

The School believes that while the use of smart devices can be incorporated appropriately and positively into the learning program, the misuse of digital devices can:

- be a distraction and disruptive to learning
- discourage positive socialising and verbal communication
- pose risks of theft, invasion of privacy and jeopardise the safety, health and wellbeing of students, and
- increase the risk of students being the target of bullying, harassment and/ or inappropriate/ offensive content.

Giant Steps Tasmania believes it is important to give students the opportunity to connect with others in person and that student wellbeing can be protected by having less screen time and greater social interaction in real life.

The school fully supports the Tasmanian Department of Education's policy to limit the use of mobile phones in schools in order to encourage a variety of learning styles and to protect students' safety and well-being.

Giant Steps Tasmania is aware that parents/carers may have different rules at home to those the school has regarding technology, internet access and online safety. Giant Steps Tasmania asks for parents'/ carers' support of the school's rules while students are in the care of the school.

In the fast-changing landscape of generative Artificial Intelligence (AI), Giant Steps Tasmania is guided by *The Australian Framework for Generative Artificial Intelligence in Schools* (see **Addendum 3**). The School ensures it remains up-to-date with any changes to this Framework and that they are reflected in this Policy and the School's procedures.

Purpose

The aim of this policy is to ensure that Technology at Giant Steps Tasmania is available, secure and open to staff and students. It is also the intention of this policy to assist users in maintaining their own and others' safety when using technology, including Internet services. We want to make sure students are safe and focused on learning while they are at school.

Implementation

The following information relates to all users of the Giant Steps Tasmania network. This includes staff, students and visitors.

Access and Security

Staff users with a Giant Steps Tasmania email account will:

- log on at least twice a week to check their work email and access required policies and forms;
- ensure that all emails pertaining to Giant Steps Tasmania and staff members' work at Giant Steps are sent from their Giant Steps email address;
- ensure that personal use is kept to a minimum and internet and online communication services are generally used for genuine curriculum and educational activities.

All users will:

- not disable or attempt to disable settings for virus protection, spam and filtering that have been applied at an Administrator level;
- ensure that communication through internet and online communication services is about learning- related matters;
- keep passwords confidential, and change them when prompted, or when known by another user;
- use passwords that are not obvious or easily guessed;
- never allow others to use their personal log-in details;
- log off at the end of each session;
- promptly inform an administrator if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable (Students will inform a member of their class team);
- never knowingly initiate or forward emails or other messages containing:
 - a message that was sent to them in confidence (unless it relates to Safeguarding issues, in which case the Principal or the staff member's line manager, must be informed)
 - a computer virus or attachment that is capable of damaging recipients' computers.
 - chain letters and hoax emails
 - spam, e.g. unsolicited advertising material
- never send or publish:
 - unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
 - threatening, bullying or harassing material or material which makes excessive or unreasonable demands upon another person
 - sexually explicit or sexually suggestive material or correspondence
 - false information about a person or organization
 - defamatory information about a person or organization
- never intentionally download software, graphics or music that is not associated with learning;
- never damage or disable computers, computer systems or networks;
- ensure that services are not used for unauthorized commercial activities or any unlawful purpose;

- be aware that all use of internet and online communication services can be audited and traced to the accounts of specific users;
- for their personal safety are careful about putting personal or sensitive information in emails or on websites.

Student Learning

- The focus of the use of technology at Giant Steps Tasmania is to support student learning and communication.
- Teaching staff are required to ensure that their knowledge of technology to support curriculum delivery and communication with and between students remains current.
- Teachers' Curriculum Planning details how technology, including online resources, is used to support student learning.
- Online materials that can support learning, not only when school is in session but also when a school closure is necessary, are provided as an addendum to this policy and are also listed in the *Communication Policy* and the *Curriculum and Assessment Policy*.

Student Safety

- To ensure that the school's commitment to student safety and welfare is reflected in how students use Technology, students are not permitted to browse the Internet unsupervised.
- Teachers can show students YouTube (or other) videos that relate to the curriculum, but students are not permitted to access them independently because of the danger of them also accidentally seeing inappropriate material.
- Students are encouraged to undertake research and access to the Internet is an important part of this. However, all research is supervised by an adult to minimise the risk of students accessing inappropriate or harmful material.
- Teachers ensure that students are introduced to the concepts of cyber safety in an age and developmentally appropriate way. This is documented in Teachers' planning.
- Teachers are aware of, use and adapt to meet the needs of their students a variety of materials that support cyber safety. A selection is listed as an addendum to this policy (see **Addendum 2**).

Privacy and Confidentiality

Users will:

- never publish or disclose the email address of a staff member or student without that person's written permission;
- not reveal personal information including names, addresses, photographs, credit card details and telephone numbers of themselves or others;
- ensure privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interests;

- not keep images of students on a personal camera, phone or other device for longer than 24 hours and such images will never be uploaded onto any social media site without the permission of the parent/ carer of the student.

Intellectual Property and Copyright

Users will:

- never plagiarise information and will observe appropriate copyright clearance, including acknowledging the author or source of any information used.
- ensure any material published on the school's website or shared on social media has the approval of the Principal and has appropriate copyright clearance.

Recording & Reporting Incidents

Users will:

- complete a Technology Incident Report should they become aware of any issues related to the preceding sections. (see **Addendum 4**)

Misuse and Breaches of Acceptable Usage

Users are aware that:

- they are held responsible for any breaches caused by them allowing any other person to use their account to access internet and online communication services;
- staff report incidents where students have made inappropriate use of digital devices and/ or online services to the Principal;
- students who intentionally harm and/ or bully other students or staff on line jeopardize their placement at Giant Steps Tasmania;
- the misuse of internet and/ or online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services;
- for staff and parents/ carers there are Complaints procedures which must always be followed. Staff who use social media to air grievances instead of following the prescribed procedures will be subject to disciplinary proceedings. Parents/ Carers who use social media to air grievances instead of following the prescribed procedures, may jeopardize their child's placement.

Users are also aware that:

- their emails are archived and their web browsing is logged and that the records are kept for two years;
- the email archive and web browsing logs are considered official documents;
- these records may be used in investigations, court proceedings or for other legal reasons;

Use of Mobile Phones

- Staff may not use their phones while they are responsible for students. This includes times when they are on the school bus, in the classroom or in the playground. Staff keep personal phones in their locker, or in the School Office when they are working with students.

- Students are allowed phones, iPads and other devices on the school bus, but they must either be network disabled or in flight mode. (See **Addendum 5** for rules relating to the use of devices on the School's buses).
- Students' phones/devices must be placed in their classroom's lockbox during the school day, unless there is an Agreement in place (see **Addendum 6**). The Agreement will state that a student can use a personal device as an adjustment to support their learning and/ or regulation. This could include using a personal device for communication, playing music to assist regulation or using a device to help manage a medical condition. This is an agreement between the teacher, the student and the parent/ carer. Students who do not have an Agreement will be asked to place their device in the lockbox.
- The use of social media by students is not allowed at any time when they are at school.

Use of Augmentative and Alternative Communication (AAC) Devices

- Students who require AACs have access to them at all times of the day for learning and conversation.
- Staff are trained in the use of AACs for educational and conversational purposes.

Bring Your Own Technology

- Giant Steps Tasmania supports the Bring Your Own Technology (BYOT) initiative.
- Giant Steps Tasmania encourages the use of i-pads for communication across environments and allows families to send students' i-pads into school with students.
- I-pads brought into Giant Steps Tasmania may only be used for educational purposes.
- Giant Steps Tasmania is not responsible for the loss or damage of student's personal devices. (Please refer also to **Admissions Policy**.)

Authorised by:	Paul Bowman
Position:	Chair of Board
Signature:	
Date accepted:	
Original policy developed by:	Chris Jacobsen
Position:	Formerly Education Administrator
Date Original Policy developed:	October 2016
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Revisions prepared by:	Chris Jacobsen, Fairlight Educational Consulting
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Addenda

Addendum 1: Resources for teachers to support communication and remote learning

Addendum 2: Resources for teachers to support cyber safety

Addendum 3: The Australian Framework for Generative Artificial Intelligence in Schools

Addendum 4: Technology Incident Report Form

Addendum 5: Student Personal Device Agreement

Addendum 6: Student Personal Devices on the Bus

Addendum 1: Resources for teachers to support communication and remote learning during a closure

1. Communication Tools

Hangouts Meet – Video calls integrated with other Google’s G-Suite tools.

Teams – Chat, meet, call and collaboration features integrated with Microsoft Office software.

Skype – Video and audio calls with talk, chat and collaboration features.

WhatsApp – Video and audio calls, messaging and content sharing mobile application.

Zoom – Cloud platform for video and audio conferencing, collaboration, chat and webinars.

2. Remote Learning Management Systems

CenturyTech – Personal learning pathways with micro-lessons to address gaps in knowledge, challenge students and promote long-term memory retention.

ClassDojo – Connects teachers with students and parents to build classroom communities.

Edmodo – Tools and resources to manage classrooms and engage students remotely.

Google Classroom – Helps classes connect remotely, communicate and stay-organized.

Schoology – Tools to support instruction, learning, grading, collaboration and assessment.

Seesaw – Enables the creation of collaborative and sharable digital learning portfolios and learning resources.

3. Self-directed learning content

ABRA - Selection of 33 game-like activities to promote reading comprehension and writing skills of early readers.

Khan Academy – Free online lessons and practice in maths, sciences and humanities, as well as free tools for parents and teachers to track student progress.

KitKit School - Tablet-based learning suite with a comprehensive curriculum spanning early childhood through early primary levels.

Mindspark – Adaptive online tutoring system that helps students practice and learn mathematics.

Music Crab – Mobile application accessible for music education.

OneCourse – Child-focused application to deliver reading, writing and numeracy education.

Polyup – Learning content to build math and gaining computational thinking skills for students in primary and early secondary school.

Quizlet – Learning flashcards and games to support learning in multiple subjects.

SDG Academy Library - A searchable library of more than 1,200 educational videos on sustainable development and related topics.

YouTube – Huge repository of educational videos and learning channels.

4. Literacy Support

Global Digital Library – Digital storybooks and other reading materials easily accessible from mobile phones or computers.

Reads – Digital stories with illustrations.

Worldreader – Digital books and stories accessible from mobile devices and functionality to support reading instruction.

5. Digital lesson content creation

Thinglink – Tools to create interactive images, videos and other multimedia resources.

EdPuzzle – Video lesson creation software.

Nearpod – Software to create lessons with informative and interactive assessment activities.

Squigl – Content creation platform that transforms speech or text into animated videos.

Note: This information can also be found in the Curriculum and Assessment Policy and the Communication Policy

Addendum 2: Resources for teachers to support cyber safety

Daniel Morcombe Child Safety Curriculum

The Curriculum, developed in Queensland, consists of classroom lessons across 3 phases of learning: Prep to Year 2, Years 3 to 6 and Years 7 to 9.

The Curriculum is aligned with the Australian Curriculum: Health and Physical Education (Version 8.1) and is available to all Australian teachers through password-protected websites. It aims to teach children about personal safety and awareness, including cybersafety and phone safety, by focusing on three key safety messages: **Recognise, React and Report**.

Parent guides for [Prep to Year 2 \(PDF, 177KB\)](#) , [Years 3 to 6 \(PDF, 190KB\)](#) and [Years 7 to 9 \(PDF, 206KB\)](#) have been developed to inform parents about the Curriculum and to help them reinforce the key safety messages at home.

A [fact sheet for parents \(PDF, 1.5MB\)](#) and [frequently asked questions \(PDF, 828KB\)](#) are also available.

The teaching resources are password protected and available online for non-state schools via [Scootle](#)  , the National Digital Learning Resources Network managed by Education Services Australia.

Bullying No Way

This website offers young people, schools, teachers and families advice on how to stop all forms of bullying, including cyber-bullying <https://bullyingnoway.gov.au/>

e-safety Commissioner

The Office of the e-safety commissioner has produced a wide variety of engaging resources to keep students of all ages safe online. <https://www.esafety.gov.au/educators/classroom-resources>

Addendum 3: The Australian Framework for Generative Artificial Intelligence in Schools

Principles	Guiding Statements
1. Teaching and Learning Generative AI tools are used to support and enhance teaching and learning. 	1.1 Impact: generative AI tools are used in ways that enhance and support teaching, school administration, and student learning. 1.2 Instruction: schools engage students in learning about generative AI tools and how they work, including their potential limitations and biases, and deepen this learning as student usage increases. 1.3 Teacher expertise: generative AI tools are used in ways that support teacher expertise, and teachers are recognised and respected as the subject matter experts within the classroom. 1.4 Critical thinking: generative AI tools are used in ways that support and enhance critical thinking and creativity, rather than restrict human thought and experience. 1.5 Learning design: work designed for students, including assessments, clearly outlines how generative AI tools should or should not be used and allows for a clear and unbiased evaluation of student ability. 1.6 Academic integrity: students are supported to use generative AI tools ethically in their schoolwork, including by ensuring appropriate attribution.
2. Human and Social Wellbeing Generative AI tools are used to benefit all members of the school community. 	2.1 Wellbeing: generative AI tools are used in ways that do not harm the wellbeing and safety of any member of the school community. 2.2 Diversity of perspectives: generative AI tools are used in ways that expose users to diverse ideas and perspectives and avoid the reinforcement of biases. 2.3 Human rights: generative AI tools are used in ways that respect human and worker rights, including individual autonomy and dignity.
3. Transparency School communities understand how generative AI tools work, how they can be used, and when and how these tools are impacting them. 	3.1 Information and support: teachers, students, staff, parents and carers have access to clear and appropriate information and guidance about generative AI. 3.2 Disclosure: school communities are appropriately informed when generative AI tools are used in ways that impact them. 3.3 Explainability: vendors ensure that end users broadly understand the methods used by generative AI tools and their potential biases.

Principles	Guiding Statements
4. Fairness Generative AI tools are used in ways that are accessible, fair, and respectful. 	4.1 Accessibility and inclusivity: generative AI tools are used in ways that enhance opportunities, and are inclusive, accessible, and equitable for people with disability and from diverse backgrounds. 4.2 Equity and access: regional, rural and remote communities are considered when implementing generative AI. 4.3 Non-discrimination: generative AI tools are used in ways that support inclusivity, minimising opportunities for, and countering, unfair discrimination against individuals, communities, or groups. 4.4 Cultural and intellectual property: generative AI tools are used in ways that respect the cultural rights of various cultural groups, including Indigenous Cultural and Intellectual Property (ICIP) rights.
5. Accountability Generative AI tools are used in ways that are open to challenge and retain human agency and accountability for decisions. 	5.1 Human responsibility: teachers and school leaders retain control of decision making and remain accountable for decisions that are supported by the use of generative AI tools. 5.2 Reliability: generative AI tools are tested before they are used, and reliably operate in accordance with their intended purpose. 5.3 Monitoring: the impact of generative AI tools on school communities is actively and regularly monitored, and emerging risks and opportunities are identified and managed. 5.4 Contestability: members of school communities that are impacted by generative AI tools are actively informed about, and have opportunities to question, the use or outputs of the tools and any decisions informed by the tools.
6. Privacy, Security and Safety Students and others using generative AI tools have their privacy and data protected. 	6.1 Privacy and data protection: generative AI tools are used in ways that respect and uphold privacy and data rights, comply with Australian law, and avoid the unnecessary collection, limit the retention, prevent further distribution, and prohibit the sale of student data. 6.2 Privacy disclosure: school communities are proactively informed about how and what data will be collected, used, and shared while using generative AI tools, and consent is sought where needed. 6.3 Protection of student inputs: students, teachers and staff take appropriate care when entering information into generative AI tools which may compromise any individual's data privacy. 6.4 Cyber-security and resilience: robust cyber-security measures are implemented to protect the integrity and availability of school infrastructure, generative AI tools, and associated data. 6.5 Copyright compliance: when using generative AI tools, schools are aware of, and take measures to comply with, applicable copyright rights and obligations.

Addendum 4: Technology Incident Report Form

TECH Incident Report Form

Office Use Only – Spreadsheet _____

Incident Register Number ____/____/____

TO BE COMPLETED BY THE ADULT SUPERVISING THE STUDENT(S) INVOLVED IN THE INCIDENT

To be completed when an incident involving one or more students has occurred around tech usage at school.

The incident report must be written objectively, only recording what was observed or heard from all involved during the incident, not opinions. It is essential that all information about what occurred prior, during and after the incident is recorded.

ALL SECTIONS MUST BE COMPLETED PRIOR TO SUBMITTING THE INCIDENT REPORT.

IT IS ALSO ESSENTIAL THE FOLLOWING OCCURS. Please Tick to confirm:

- ☐ Classroom Teacher has been notified as soon as possible following the incident, if they were not directly involved.
- ☐ If the incident was a high level incident, it is essential a member of the leadership team is notified as soon as possible.
- ☐ Formal debriefing with classroom teacher or leadership if required

MEMBER OF STAFF SUPERVISING STUDENT(S)

DATE

Full Name:

Contact number:

Role: ☐ Teacher ☐ Aide ☐ Therapist ☐ Principal ☐ Volunteer ☐ Other _____

NAMES OF OTHER ADULTS AND STUDENTS INVOLVED IN THE INCIDENT

1. Full Name:

Role: ☐ Staff ☐ Student ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Other

2. Full Name:

Role: ☐ Staff ☐ Student ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Other

3. Full Name:

Role: ☐ Staff ☐ Student ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Other

4. Full Name:

Role: ☐ Staff ☐ Student ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Other

5. Full Name:

Role: ☐ Staff ☐ Student ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Other

6. Full Name:

Role: ☐ Staff ☐ Student ☐ Visitor ☐ Contractor ☐ Volunteer ☐ Other

DETAILS OF THE INCIDENT

Location:

Date:

Time:

Activity at time:

Description of the incident:

If additional space is required, attach A4 sheet to this form and tick this box ☐

STAFF SIGNATURE

Signature of person completing form: _____ **Date:** _____

WITNESS DETAILS (Every Incident Report Form **must** be witnessed by another member of staff to verify the incident report)

Full Name: _____

Contact Number: _____

Signature: _____ **Date:** _____

Was the witness involved in the incident and do they verify the incident occurred as reported? ☐ Yes ☐ No

If no, does the witness verify the incident report has been completed by the staff member involved? ☐ Yes ☐ No

DETAILS OF COMMUNICATION WITH PARENT/CARER (teacher to complete)

Parents/carers contacted: ☐ Yes ☐ No

Date: _____

Time: _____

By whom: _____

Method: ☐ Phone call ☐ Storypark message ☐ Email ☐ In person (school pickup)

☐ Other _____

Any communication via phone call or in person should also be recorded in the class communication record form.

INCIDENT DEBRIEFING

This is an opportunity to debrief the incident operationally and provide a wellbeing check on staff involved.

What might have caused the incident?

What worked well in the response to the incident?

Could the incident have been prevented? How?

Are any changes required to prevent this type of incident recurring?

How can our response be improved for future incidents?

What resources do we have available or need?

Name of facilitator

Signature of Facilitator Date:

TO BE COMPLETED BY THE PRINCIPAL

PLANNED FOLLOW-UP:

Meeting with staff member concerned ☐ Date: _____

Meeting with supervisor of staff member concerned ☐ Date: _____

Reconciliation meeting involving student ☐ Date: _____

Meeting with parent/ carer ☐ Date: _____

Follow up with Peak Computer ☐ Date: _____

Other follow-up ☐ Date: _____

Other agencies/ organisations to be notified (e.g. CAMH, Police, Child Protection): _____

Signature of Principal Date:

Addendum 5: Student Personal Device Agreement



Student Personal Device Agreement

At Giant Steps we have a policy which says that students can use a personal device as an adjustment to assist them with their learning or regulation.

(student name) has access to a device as an adjustment.

(student name) will use this device for:

-

(student name) will access the following app/s on their device:

-
-

As a student I will:

- Only use my device for the reasons listed above.
- Only access the apps on my device that have been agreed above.

I understand:

- I cannot use my device on any app or for reasons not agreed to.
- If I use my device on other apps or for reasons not agreed to, my device will be stored in the lockbox in the classroom.

_____ Student Name	_____ Signature	_____ Date
_____ Parent/ Carer Name	_____ Signature	_____ Date
_____ Teacher Name	_____ Signature	_____ Date
_____ Principal Name	_____ Signature	_____ Date

Addendum 6: Student Personal Devices on the Bus



Student Personal Devices on the Bus

At Giant Steps Tasmania we allow students to use a personal device on the bus.



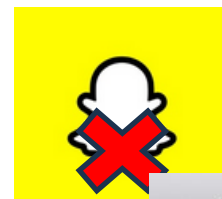
Students can:

- Listen to music.
- Play downloaded games on an app.
- Watch downloaded movies that are G or PG rated.



Students cannot:

- Be connected to wifi/network.
- Use their camera.
- Text or make calls.
- Go on social media or use their device online.
- Share their device with friends.



If students don't follow these rules, they will not be able to have their device on the bus.