Charles Sturt University Master of Education Knowledge Networks and Digital Innovation

Subject Name – INF506 - Social Networking for Information Professionals

Written by – Ms. Hui Yoong Chin

Student ID – 11644272

Assessment #2 – Social Community Project Report
Due Date – 27th April 2020 (Extension granted)
Submission Date - 20th April 2020

Scenario 4 – *You are the technologies leading teacher in a Prep to 6 school. You would like the wider community to know more about the school and the events that take place there. Design and develop a social networking community that would allow you to do this.*

Please note:

Carole has approved the variation via email on the – 3.4.2020
As for Assessment 2, yes you may vary the scenario as you have suggested. Just make sure you put all the information needed on your cover page including the fact that I have approved it.
Cheers
Carole

Carole has approved the extension via email on the – 14.4.2020
Hi Yoong,
Yes, that's fine. You may have an extension until the 27th. We are in tough times. I hope all goes well at school.
Cheers
Carole

Word Count – 2746

Table of Contents

Appendices

Word Count – 2746

Introduction

Social media continues to become more prominent globally, with currently a staggering 3.8 billion people actively use social media as a communication and collaboration platform. Kemp, S (2020) it only seems logical and intuitive that primary schools, as an organisation, begin to engage in the use of social networking platforms to reach and target specific audiences such as the parent community and market to prospective clients.

Designing and developing such a space enters unchartered territory for many educators and one that is riddled with potential minefields. As stated in The Educator Australia 'this innovation has its benefits, however there are serious concerns that it can also have a profoundly damaging impact, and even be a potential liability for schools.' Ballantyne, R (2018) With this in mind, a strategic move towards social networking for primary schools can have many benefits if well designed, implemented, and managed.

This report will detail the implementation of a social network site for a primary school with the intent to showcase and market the school, share school success and aim to engage and entice prospective clients to the school.

Rationale/Background

The digital environment for this primary school, has undertaken dramatic change in the last ten years as a result of three major contributing factors; a campus relocation (new build) in 2011, the introduction of a Digital Technologies Leader in 2013 and a change of Principal in 2016. These factors, coupled with its Northern suburbs location, in a high growth belt for young families, has resulted in a rapid enrolment growth from 99 students to a current enrolment of 985 students in 2020. Along with the increased enrolments, this school has grown from a staff of 7, to a current staffing structure encompassing over 80 employees.

As the population in the area rapidly increased, other schools were built and therefore inadvertently introduced competition for community engagement ultimately affecting enrolment. The introduction of a social networking site has always been an option for the school, but one that has not yet been actioned due to the time required to carefully plan and consider the processes for implementing such a space.

Social networking spreads widely amongst modern day society and as stated by Greenhow (2019) 'social media can enhance … connections to communities, within and beyond the classroom. ISTE's (2018) standards emphasize … community connection and citizenship'. It is important that schools engage in social media networks in order to engage a wider audience and to foster the feeling of being involved in the school community.

Implementing a social networking space for a school environment requires careful planning and forethought. Complexities of the task come in many layers from selecting appropriate platforms, to managing the implementation of the 'look and feel' as well as structuring a social media team to manage the page in an ongoing manner. Considerations discussed in DMI Daily Digest suggests that a well maintained, relevant and engaging space assists to enhance the social media presence for a school. It is imperative that these complex facets of implementation are considered prior to and during creation of a networking space to enhance the best possible success and engagement of the wider community.

Word Count – 2746

Defining User Needs

The proposed social networking platform for this primary school will target three main audiences. With students being under the age of 13 and, in this case too young to engage in most social networking platforms, our audience is in the most part the parents (or clients), secondly prospective clients (families and their children) and finally prospective employees.

Reaching these audiences can be achieved on social media by showcasing the school, its facilities and school events throughout the year. By sharing such information on a social media platform, schools can increase levels of engagement through using flexible and convenient measures (Zaidieh, 2012) that are at a click and a swipe of a finger on any digital device.

End users of such a space require quick and easy access that is engaging and 'hooks' in the targeted audience. Prospective parents want to know what environment their child will have access to and what experiences they will be involved in, if they were to select any given school. Current parents want to see what their children are involved in and compare this to other schools in the area. Parent communities that feel connected to their child's learning environment will also advocate for their school.

In this example, the school plans to use social media and networking to share events and aspects of the school that makes it stand out from a crowd. By raising its social media presence, the school aims to enhance parent connectivity and reach out to prospective members in the wider community.

Researching and Justifying the Need for Social Networking

In a primary school environment, a strategically designed social media page will target interested viewers and therefore reach broader specific audiences. The use of a social networking platform partnered with the current school website and the parent portal 'Firefly' will aim to increase the level of parent and community engagement which has been identified as an area needing improvement in the School Strategic Plan (SSP).

In order for this school to implement and engage in social networking, they must consider a range of implications and impacts that will occur as a result of interconnected communication with the wider public community. As the evolution of technology has grown and developed as discussed by Schwerdtfeger (2013), social media is now a place where people can engage, chat and add their opinions, this in turn opens up a level of risk management and social contribution that the school has never engaged in before.

Considerations need to be made and school based practices be put into place in order to allow for personal responses from the public in line with the school's acceptable social media conduct. This social media platform will have a direct impact on the staff allocated to managing the site. A question that can be raised is 'with increased workload and need to manage the social media page, is it worth having one at all?' and 'What would the benefits of such a site be?'

Word Count – 2746

Increasing community engagement is an overarching school goal in the SSP, key leadership staff have been employed and over the past two years created increased and improved community opportunities such as special curriculum events, school fetes, transition programs, information evenings and graduations.

The advertisement and the sharing of such events, have to date, been quite insular and restricted to targeted feeder Kindergartens and to the existing parent community. The next logical step in this journey for the school is to broaden its advertising and celebrations to the wider community.

Social can play a major role for schools of all types–ranging from campaigns aimed at prospective families to updates and discussions that facilitate campus life. Highlighting events and extracurriculars can make your school stand out from the rest. (Barnhart, 2020) With the introduction of a social media page, the school can directly target its desired audience.

Choosing Appropriate Social Networking Platforms

Online networking for schools provides an effective medium for information to be shared with the wider community in a time efficient and effective manner. When determining the most appropriate means of networking for schools 'We are Social' research demonstrates that digital platforms reach far more users than traditional advertising using mediums such as flyers, mail or radio.

Social networking is cost and time effective and relevant to specific groups of users. As evidenced in the findings from (Kemp, 2020) over 3.8 billion people which is 49% of todays population are actively engaging in social media.
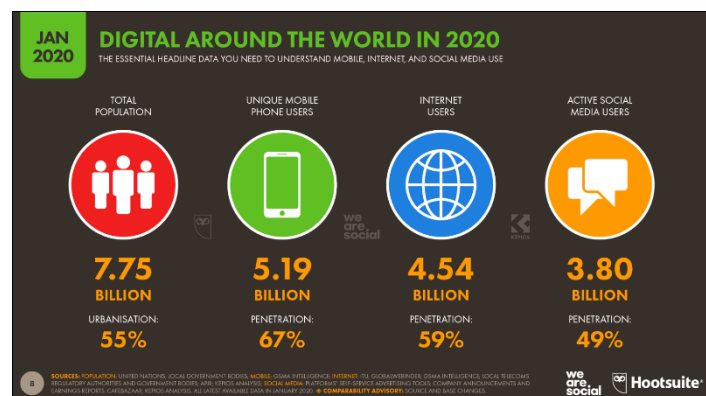
Current research proves that **80% of marketers** rely on social media to raise brand awareness. (Barnhart), using digital platforms and selecting an appropriate public social media site, will allow the school can target the relevant public who have an interest in the primary school. Through previous research and data collection of the wider school community and its stakeholders along with research based on global engagement of social networking platforms.

It showed that Facebook was the platform that had the most engagement levels for parents and families for the school and it had a platform designed to bring people and families together. Therefore, Facebook was selected to be the social networking site of choice for this given school.

2019 Sprout Social Index

Word Count – 2746
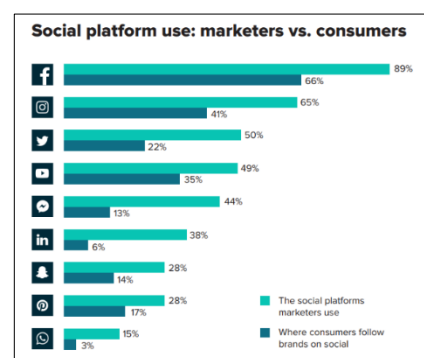
As social media presence in the world grew exponentially, many corporate businesses have utilised this space to advertise. In 2018, Facebook demonstrated that their priorities were around individuals, families and their friends rather than advertising and this was made evident by the update to their Social media algorithms (which is a way of sorting posts in a users' feed based on relevancy rather than publish time) that prioritised personal posts rather than marketing. (Barnhart, 2020)

Another strategy behind choosing Facebook as the preferred platform for this school is that it is familiar to all members of the staff community and would therefore require less training and familiarisation of the site. (Barnhart 2020) explains that by encouraging your team to share your content with their networks on Facebook instantly amplifies your reach. Not only that, but since the posts are coming from friends and family instead of your brand, people will be **16 times more likely to actually read it**.

The **2018 Sprout Social Index**, found that marketers on Facebook had a few top goals in mind:
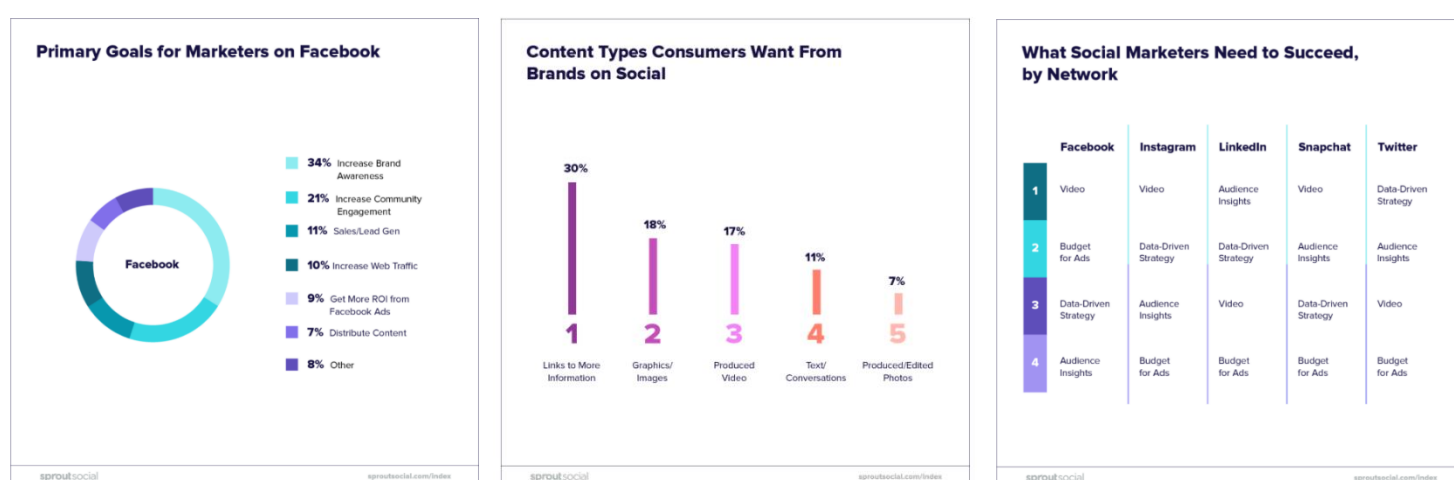
Identifying Possible Risks and Strategies for Risk Mitigation

Introduction of a Facebook page for schools however does not come without some risk to all stakeholders, especially in the event that images and personal details of minors are shared in a public forum. Prior to the launch of a school page, possible risks must be considered, and plans put into place to minimise these events from occurring.

The development of processes such as planned posting, timelines and management of the page must be considered along with appropriate school based policies developed and ratified by school council.

For the implementation of the Facebook page for this school please refer to the relevant documents designed to reduce risk for social media usage at the school:

Appendix 1.1 - MPS Social Networking Implementation Timeline
Appendix 1.2 - MPS Social Media Calendar
Appendix 1.3 - Social Media Guidelines
Appendix 1.6 – ICT Acceptable Use Policy
Appendix 1.7 – Digital Technologies Policy
Appendix 1.8 – Cyberbullying Policy
Appendix 1.9 – Social Media Policy

Word Count – 2746

Planning Marketing Strategies

To achieve the desired impact of a school Facebook page, marketing must be considered in order to give the page the introduction that it deserves. The *purpose* of the page is to engage the wider community to engage in the school, therefore a timely launch with a post designed to 'hook' viewers in and *planned* subsequent posts will keep members active. A Social Media Calendar will also provide a *timeline* for strategic posting at opportune times for posting on Facebook for schools

Resourcing requirements for a page such as Facebook is cost effective and easily accessible, McCoy (2019) from Search Engine Journal discusses that preparing a successful page includes elements of:
- ✓ Inviting friends, peers and colleagues
- ✓ Posting engaging and original content
- ✓ Interacting with users
- ✓ Posting when the target audience is on Facebook
- ✓ Linking posts to important contacts areas and other relevant content

These important factors of a Facebook marketing plan ensure the best possible chances of success for the school social media page.

Implementation Timeline

For full timeline please refer to Appendix 1.1

Item	Task	Description	Staff
1	Background Research	**Timeframe:** 12 Weeks Before Launch **Description:** Choose Your Social Platforms	✓ Digital Tech Leader ✓ Leadership Team
2	Set Up	**Timeframe:** 8 Weeks Before Launch **Description:** Write Social Media Guidelines School policies (see appendix 1.6, 1.7, 1.8)	✓ Digital Tech Leader ✓ IT Technician
3	Implementation	**Timeframe:** 6 Weeks Before Launch **Description:** Create Social Networking Space	✓ Digital Tech Leader ✓ IT Technician
4	Targeted Posting	**Timeframe:** 1-4 Weeks Before Launch **Description:** Create a Social Media Calendar	✓ School Leadership Team ✓ Digitech AIP Team ✓ Digital Tech Leader
5	Pre-Launch	**Timeframe:** Launch Eve **Description:** Double-Check Details Pre-Launch checklist (appendix 1.4)	✓ Digital Tech Leader ✓ IT Technician
5	Launch Day	**Timeframe:** Launch Day **Description:** Start Engaging	✓ Digital Tech Leader
6	Social Management	**Timeframe:** Ongoing **Description:** Posting Schedule/Calendar	✓ School Leadership Team ✓ Digitech AIP Team ✓ Office Admin ✓ Digital Tech Leader
7	Feedback	**Timeframe:** 3, 6 & 12 months **Description:** Gather data and feedback for engagement	✓ Digital Tech Leader ✓ Digitech AIP Team
8	Engagement Analysis	**Timeframe:** 3, 6 & 12 Months **Description:** Analyse feedback data	✓ Digitech AIP Team ✓ Digital Tech Leader

Timeline based on: **Launching on Social Media: A Timeline for Business Owners**

Word Count – 2746

Creating a Targeted Social Networking Site

Upon selection of the social networking platform as [Facebook](#) for the preferred site to use, a profile for the school was created with the intention that it can be used as a 'person' to add and comment on the school page.
This user profile will be shared with all of the social media administrators at the school and this team will be able to act on behalf of the 'school personality' to post to the school page.
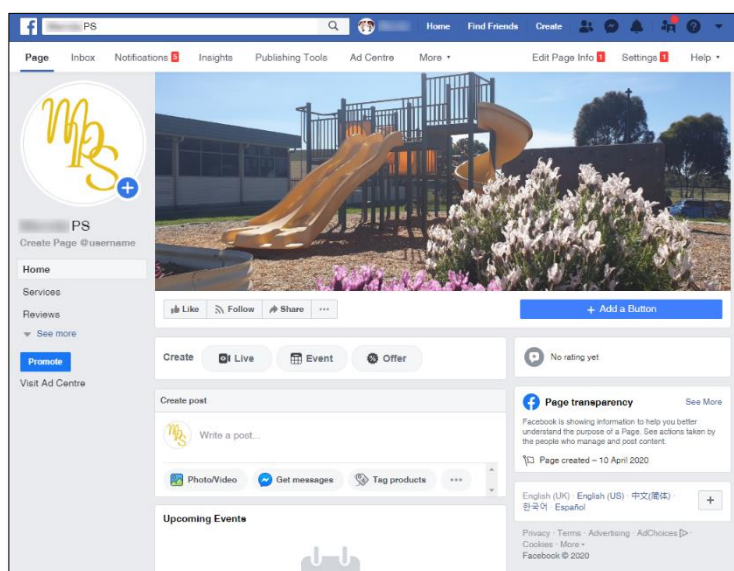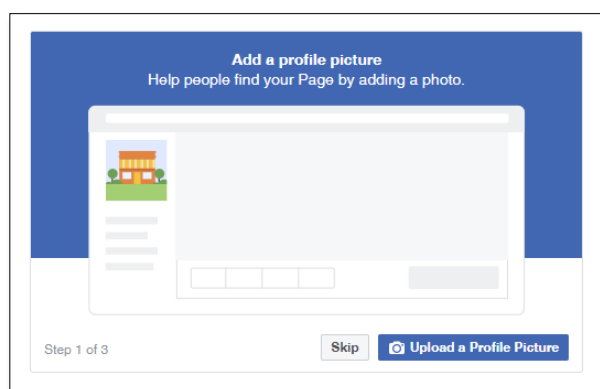
Once the school user profile was created, a page owned by the school identity was further developed to be used as the school Facebook page. This page will house all of the posts and shared media content to the wider school community and the general public.

Considerations for the profile picture was to personalise the page with the school cartoon mascots and drone footage that is used as the beginning of a school tour was also included for early engagement for potential staff and clients.

Word Count – 2746
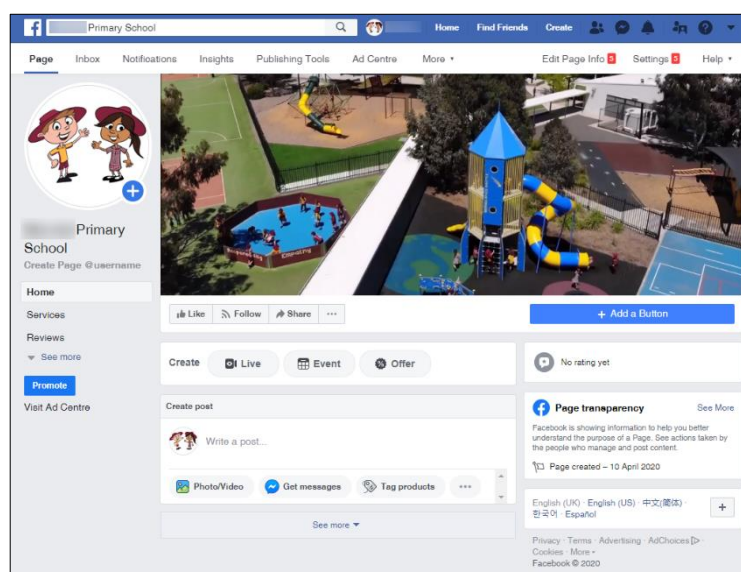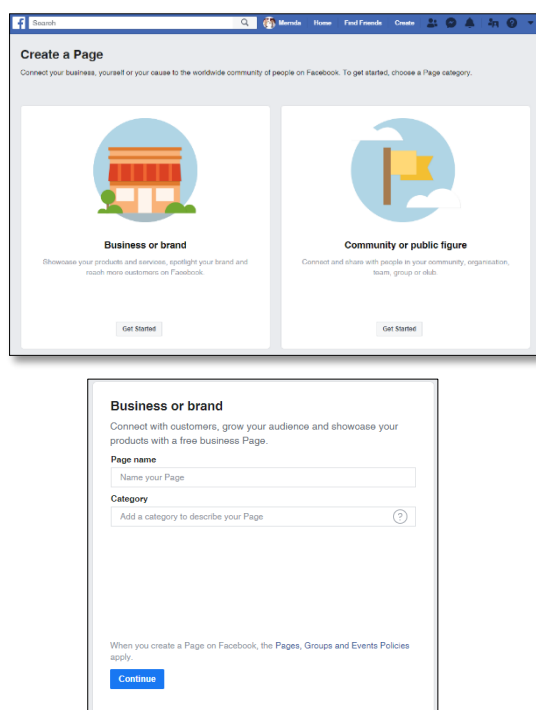
Implementation of Social Networking Platform Issues Encountered

When implementing social networking to a school environment it can cause a vast array of issues to arise. Some of the main issues that were encountered and considered during the implementation of the school's Facebook page were as follows;

Privacies - The rise of the "platform society" can be characterized as a series of confrontations between different value systems, contesting the balance between private and public interests. (Van Dijck, 2018) During the implementation period, the school encountered discussions around crossing between professional and personal considerations for social media. This resulted in the development of a [Social Media Policy](#) to address some of these concerns and set up processes.

Taking up time – Concerns were raised by staff around managing posts and the time that it would take to post and monitor the page effectively. Time was spent developing a [Social Media Calendar](#) and an [Implementation Timeline](#) was devised to ensure that time spent was targeted and effective.

Miscommunication – Often when responding to posts on social media, the message and tone can be lost in communication. The development of the school Facebook page also raised questions around the appropriate staff responses, who will be responsible for this and the 'persona' that the school wanted to adopt. As a result of such discussions, a [Social Media Guideline](#) was developed to address some of these issues.

Evaluation of Implementation and Engagement

The evaluation plan to measure the success of the Facebook page for the school will be carried out in three stages by the Digital Technologies Annual Implementation Team (Digitech AIP) during the first year of implementation. This will include;

- ✓ 3 Months – Gather feedback from staff to indicate implementation and management of posts and feasibility
- ✓ 6 Months – Gather engagement data on post likes, comments and engagement and audit the most effective style of posts
- ✓ 12 Months – Gather feedback survey data from all stakeholders in preparation for planning for the following year

Regular revision and assessment of effective posts and community engagement, will provide the school with measures to determine if the time required to manage the page equates to the benefits for the community As discussed on [forbes.com](#), social media is a tool like many others at a small business's disposal. It's unique in that it can heighten one's visibility, broaden reach, and engage current and future customers. But it only goes to work for you when you use it strategically. (Fertik 2020)

"Productivity is never an accident. It is always the result of a commitment to excellence, intelligent planning and focused effort."
Paul J. Meyer

Conclusion

In conclusion, social networking spaces for schools are exciting and full of potential for schools and users alike. It does however need to be carefully planned and implemented in order to maximise as many positive outcomes for all users and be regularly maintained and reviewed to remain relevant, engaging and effective.

Word Count – 2746

Reference List

Aboulhosn, S. (2020). Sprout Social: How to create a social media calendar that works
https://sproutsocial.com/insights/social-media-calendar/

Arens, E. (2020). Sprout Social: The best times to post on social media in 2020
https://sproutsocial.com/insights/best-times-to-post-on-social-media/

Ballantyne, R. (2018) The Educator Australia - Is social media a liability for schools?
https://www.theeducatoronline.com/k12/news/is-social-media-a-liability-for-schools/245517

Barnhart, B. (2020). Sprout Social: Checklist: 10 social media marketing basics for budding
businesses https://sproutsocial.com/insights/social-media-marketing-basics/

Barnhart, B. (2020). Sprout Social: Everything you need to know about social media algorithms
https://sproutsocial.com/insights/facebook-algorithm/

Barnhart, B. (2020). Sprout Social: 10 Ways to Increase Facebook Engagement that Work
https://sproutsocial.com/insights/facebook-engagement/

Chen, J. (2020). Sprout Social: 7 steps to an effective Facebook marketing strategy
Published on January 21, 2020 https://sproutsocial.com/insights/facebook-marketing-strategy/

DMI Daily Digest - 10 WAYS SMALL BUSINESSES CAN IMPROVE THEIR SOCIAL MEDIA PRESENCE
https://digitalmarketinginstitute.com/en-au/blog/10-ways-small-businesses-can-improve-their-
social-media-presence

Facebook.com

Fertik, M. (2014) Entrepreneurs: Is Social Media Worth It For Small Businesses?
https://www.forbes.com/sites/michaelfertik/2014/08/21/is-social-media-worth-it-for-small-
businesses/#6d6b4bd75122

Greenhow, C., Galvin, S. M., & Staudt Willet, K. B. (2019). What should be the role of social media in
education? Policy Insights from the Behavioral and Brain Sciences, 6(2), 178-185.
doi:10.1177/2372732219865290

Hannay, M. (2016) Launching on Social Media: A Timeline for Business Owners
https://www.socialmediaexaminer.com/launching-on-social-media-a-timeline-for-business-owners/

Jalal, A., & Zaidieh, Y. (2012). The Use of Social Networking in Education: Challenges and
Opportunities. World of Computer Science and Information Technology Journal. Vol. 2, No. 1, 18-21.
https://www.academia.edu/3059622/The_Use_of_Social_Networking_in_Education_Challenges_and_
Opportunities

McCoy, J. (2019) - Search Engine Journal: How to Successfully Promote Your Facebook Page
Everywhere https://www.searchenginejournal.com/facebook-page-promotion/322031/#close

Van Dijck, J. (2018). Introduction. In J. Van Dijck (Ed.), The Platform Society. Retrieved from Oxford
Scholarship Online.

Word Count – 2746

Appendices

1.1 - MPS Social Networking Implementation Timeline
1.2 - MPS Social Media Calendar
1.3 - Social Media Guidelines
1.4 - Pre-Launch Checklist
1.5 – Best time to post on Facebook: Engagement Data
1.6 – ICT Acceptable Use Policy
1.7 – Digital Technologies Policy
1.8 – Cyberbullying Policy

Word Count – 2746

1.1 - MPS Social Networking Implementation Timeline

Item	Task	Description	Staff
1	Background Research	**Timeframe:** 12 Weeks Before Launch **Description:** Choose Your Social Platforms - Research and select social media platform that is suitable for use amongst the school's wider community - Carry out feedback surveys to assist with determining the social networking platform of choice for the school, including all stakeholders – Staff, students, parents - Present findings and recommendations to school Leadership Team - Select social media site	✓ Digital Tech Leader ✓ Leadership Team

2	Set Up	**Timeframe:** 8 Weeks Before Launch
		Description: Write Social Media Guidelines
		- Create policies for;
		  ✓ Acceptable use of Digital Technologies
		  ✓ Internet Usage
		  ✓ Cyber Bullying
		  ✓ Staff Conduct for Social Networking
		School policies (see appendix 1.6, 1.7, 1.8)
			✓ Digital Tech Leader
			✓ IT Technician

3	Implementation	**Timeframe:** 6 Weeks Before Launch **Description:** Create Social Networking Space - Develop and create the site considering the naming, look and feel of the page. - Link this site to school website - Plan launch and advertising of the page	✓ Digital Tech Leader ✓ IT Technician
4	Targeted Posting	**Timeframe:** 1-4 Weeks Before Launch **Description:** Create a Social Media Calendar - Meet with Leadership members and leaders of curriculum areas to determine pre planned posts - Collaborate with ICT AIP team to develop a 12 month plan for social media publishing calendar - Allocate responsibilities for posting and engagement with community	✓ School Leadership Team ✓ Digitech AIP Team ✓ Digital Tech Leader
5	Pre-Launch	**Timeframe:** Launch Eve **Description:** Double-Check Details Complete final check of the page and check launch posts ready for launch day Refer to Pre-Launch checklist Pre-Launch checklist (appendix 1.4) to assist with pre-launch guidance	✓ Digital Tech Leader ✓ IT Technician
5	Launch Day	**Timeframe:** Launch Day **Description:** Start Engaging Launch the social media page, invite friends to like the page and begin engaging online	✓ Digital Tech Leader
6	Social Management	**Timeframe:** Ongoing **Description:** Posting Schedule - Create and delegate a posts schedule for all area leaders, leadership and admin to engage and maintain in the school Facebook page. - Set up reminders in outlook calendars to complete targeted posts - Train and allocate admin social media roles to manage engagement	✓ School Leadership Team ✓ Digitech AIP Team ✓ Office Admin ✓ Digital Tech Leader
7	Feedback	**Timeframe:** 3, 6 & 12 months **Description:** Regularly gather data and feedback to gauge engagement **3 Months –** Gather feedback from staff to indicate management of posts and feasibility **6 Months –** Gather engagement data on post likes, comments and engagement and audit the most effective style of posts **12 Months –** Gather feedback survey data from all stakeholders in preparation for planning for the following year	✓ Digital Tech Leader ✓ Digitech AIP Team
8	Engagement Analysis	**Timeframe:** 3, 6 & 12 Months **Description:** Working party to gather and analyse feedback data from a range of sources to determine further direction for the school Facebook page. This is to be completed at the 3, 6 and 12 month milestones and then every 6 months thereafter. Adaptations to the social media site to be made upon recommendations from the ICT AIP team.	✓ Digitech AIP Team ✓ Digital Tech Leader

Word Count – 2746

1.2 - Social Media Calendar

Planned posts for each month include 7 set posts and 4 Student Spotlights (11 posts minimum per month)

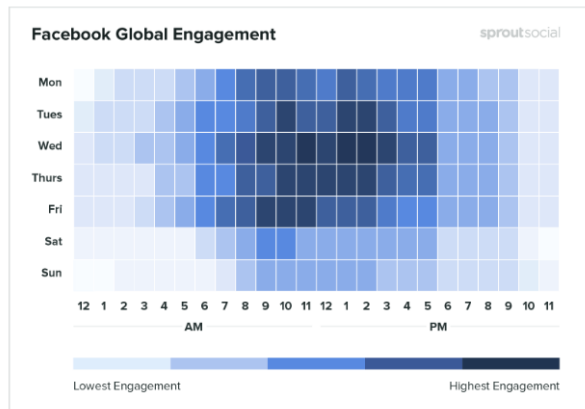| 2020 Post Date	Area/Subject Area	Who
May	1 – MPS Launch Post – Introduce MPS Mascots 2 – MPS Digital School Tour – School Captain Address 3 - MPS Success Stories – Home Learning Covid-19 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 - MPS Connections – Staff Connections Covid-19 7 - MPS Diary Dates – Transition Program 8 – Just for Fun (video, interest post, funny memes)	1 – Digitech Leader 2 – Transition Leader 3 – Digitech Leader 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – Digitech Leader 7 – Transition Leader 8 – MPS Office Admin
June	1 – MPS Learning - **Maths** 2 – MPS Connections – Whole School Event 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning – **English (Reading)** 7 – MPS Diary Dates 8 – Just for Fun (video, interest post, funny memes)	1 – Maths Learning Specialist 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – English Learning Specialist 7 – Transition Leader 8 – MPS Office Admin
July	1 – MPS Learning - **Inquiry** 2 – MPS Connections – Whole School Event 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning - **Student Wellbeing** 7 - MPS Diary Dates 8 – Just for Fun (video, interest post, funny memes)	1 – Inquiry Leader 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – SWPBS Leader 7 – Transition Leader 8 – MPS Office Admin
August	1 – MPS Learning - **STEAM** 2 – MPS Connections – Whole School Event 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning - **Performing Arts** 7 – MPS Diary Dates 8 – Just for Fun (video, interest post, funny memes)	1 – STEAM Team 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – Performing Arts Team 7 – Transition Leader 8 – MPS Office Admin
September	1 – MPS Learning – **Health & Physical Education** 2 – MPS Connections – Whole School Event 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning - **Digital Technologies** 7 - MPS Diary Dates 8 – Just for Fun (video, interest post, funny memes)	1 – H&PE Team 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – Digitech Leader 7 – Transition Leader 8 – MPS Office Admin
October	1 – MPS Learning - **Chinese** 2 – MPS Connections – Whole School Event 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning - **Intercultural Capabilities** 7 – MPS Diary Dates 8 – Just for Fun (video, interest post, funny memes)	1 – LOTE Coordinator 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – Intercultural Team 7 – Transition Leader 8 – MPS Office Admin
November	1 – MPS Learning - **Maths** 2 – MPS Connections – School Fete 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning – **English (Writing)** 7 - MPS Diary Dates 8 – Just for Fun (video, interest post, funny memes)	1 – Maths Learning Specialist 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – English Learning Specialist 7 – Transition Leader 8 – MPS Office Admin
December	1 – MPS Learning - **Student Leaders** 2 – MPS Connections – End of Year Concert 3 - MPS Success Stories – Learning Spotlight 4 - MPS Staff Profile of the Month 5 - MPS Student Star of the Week 6 – MPS Learning – **Transition** 7 - MPS End of Year – Farewell Address 8 – Just for Fun (video, interest post, funny memes)	1 – SRC Coordinator 2 – Events Coordinator 3 – Digitech AIP Delegate 4 – Digitech AIP Delegate 5 – Digitech AIP Delegate 6 – Transition Leader 7 – Principal Team 8 – MPS Office Admin

Word Count – 2746

1.3 - Social Media Guidelines

Area	Considerations
MPS Branding	This step is vital if your brand is, or will be, managed by multiple people. **Spend some time thinking of your brand as a character**. You may even want to write up who he or she is. What are her extracurricular interests? What would his online dating profile say? - **Are any words off-limits**? - **Will you respond to comments and how often**? Even negative ones? What tone will you use to address negative comments? (There will be haters. It's a public forum after all.) - If your social media account were a person, what would he or she do for fun? How would he or she talk? What TV shows or books would be of interest?
Set Goals	- Measured engagement levels – Followers and Likes - Increased community involvement - Manageable for staff to maintain site - High interest posts - Consistent feedback and development of content
Target Audience	**The Facebook page will target the following audiences** - Parents (or clients) - Prospective clients (families and their children) - Prospective employees - Local and surrounding companies such as feeder Kindergartens
Engaging Proactively with Audience	- Relevant and timely posts - Appealing to people through real examples and connected posts - Curriculum based celebrations - Tips for parents - Timely responses to feeds - Maintaining positive and appropriate tone in all MPS posts
Creative Content	- Assess most highly engaged posts - Include video content - Regularly research and add current content to page - Provide opportunities for a wide variety of posts to engage a wider range of viewers - Make the posts raw and personal, 'let them in' - Seek feedback on what makes effective content for the school community

1.4 - <u>Checklist – Pre Launch</u>

✓ The social media bios and art are the final versions
✓ The posts are proofed and <u>ready to go live</u> with photos and permissions are checked for any posts involving students
✓ Photos have watermarks, hashtags or other necessary branding
✓ Key people know when and what to post on the school account
✓ All links to other sites are tested and correct
✓ The social team is ready with launch-day goals and key performance indicators, and it's clear how these metrics will be measured.
✓ Proof reading team has been developed and content has been read before being determined as ready to post
✓ Everything has been signed off by leadership and proof read

Word Count – 2746

1.5 - Best time to post on Facebook: Engagement Data

https://sproutsocial.com/insights/best-times-to-post-on-social-media/
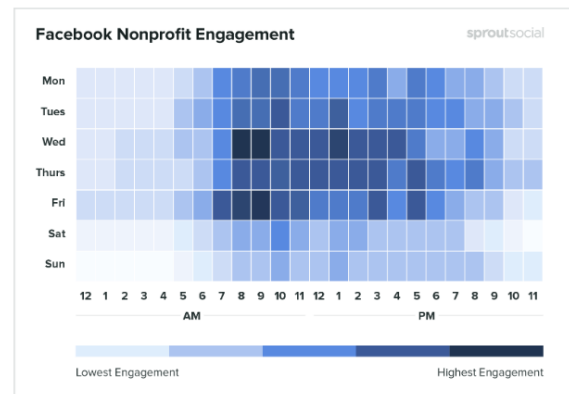
Considerations	Information
Post at the best time on Facebook	Best times: **Wednesday and Friday at 8–9 a.m.** Best day: **Wednesday** Worst day: **Saturday and Sunday**
Schedule the Facebook Content	**Identity:** Does it relate to your brand and effectively showcase your product/service? Are your logo and business colours correctly displayed? **Reward:** What do viewers get out of it? **Tone:** Does your content maintain the same tone across your entire Facebook page or school in general? **Action:** Your content must drive an action, which goes back to your Facebook goals. A clear and precise call to action is best.
Determine Facebook Advertising Strategy	✓ Inviting friends, peers and colleagues ✓ Posting engaging and original content ✓ Interacting with users ✓ Posting when the target audience is on Facebook ✓ Linking posts to important contacts areas and other relevant content
Quality Content	✓ Keep content Fresh ✓ Encourage Employee Advocacy ✓ Track and Analyse Results

Word Count – 2746

1.6 – ICT Acceptable Use Policy

Dear Parent/Guardian,

Mernda Primary School is an eSmart Accredited school and we actively put measures in place to ensure that your child/ren are safe and responsible users online. Enclosed in this envelope is the ICT Student Code of Conduct and Acceptable Use Guidelines which all students will be required to agree to in order to have access to electronic devices at Mernda Primary School.

Our school is committed to educating your child/ren about all aspects of the online world and we are pleased to inform you that a Cybersafety program actively taught across the school from Prep to Year 6. All students are required to agree to the Acceptable Use Policy.

We would appreciate if you could take the opportunity to discuss this agreement with your child/ren along with your own family expectations of internet and electronic device use at home, prior to signing and sending the Acceptable Use Contract back to school along with your enrolment forms.

Please note: Students without a signed contract will not be permitted access to electronic devices at Mernda Primary School, which will impact on their everyday learning in the classroom.

If you have any concerns or would like to discuss this agreement further, please feel free to contact the school.

Thank you in anticipation for your continued support and we will continue to work together to keep our young minds at Mernda Primary, safe and educated online users.

Kind Regards,

Ms. Yoong Chin – ICT Leading Teacher

Word Count – 2746

ICT STUDENT CODE OF CONDUCT AND ACCEPTABLE USE GUIDELINES

The ICT Student Code of Conduct will be revisited at the beginning of each school year by each class teacher and referred to periodically during the year to ensure students are aware of the acceptable use of learning technologies at our school.

At Mernda Primary School, students should abide by the following guidelines to use the internet in a safe and responsible manner.

Responsible Use

- I will take the responsibility to care for computers and other technology.
- I will not eat or drink when using technology and carry devices around appropriately.

Internet Usage

- I will immediately exit the program I am using if an inappropriate image/text appears and notify my teacher, parent or trusted adult.
- I will only work on the Internet for purposes specified by my teacher during class time.
- I will follow school guidelines and procedures when preparing materials for publication on the web.
- When using the Internet, I will respect copyright rules and paraphrase the information in my own words. If I am unsure I will check with my teacher.

Electronic Content
- I will not bring or download any unauthorised programs, including games, to the school or run them on the school computers. The use of USBs in Years 3 to 6 are restricted to classroom or homework purposes only. I understand that breaches of the rules will see me face the consequences which are outlined in that Breach of Acceptable Use Agreement Guidelines, as determined by the classroom teacher, ICT Leading Teacher.

Internet Safety
- I will not give out personal information such as my surname, address, telephone number, parents' work address/telephone number.
- I will never send a person my picture without first checking with my teacher/parent.
- I will always have my teacher's permission before communicating with others online.
- I will respect the privacy of others by not sharing personal information such as a password.
- I will not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. Notify my teacher, parent or trusted adult straight away.

Cyberbullying
- I will not use the Internet to frighten, annoy, abuse or threaten another person. Any incidents of cyberbullying will be dealt with by the school Principal and teachers in accordance with the Breach of Acceptable Use Agreement Guidelines.

Word Count – 2746

Agreed Acceptable Use of ICT Breach Consequences

Code	Area of Breach	Expected Behaviours	Consequences for breach of acceptable use.			
			1st offence	2nd offence	3rd offence	Repeated offence
CB1	Cyberbullying	Never cyber bully – always support others by being respectful in how I talk with them online and never **participate in online bullying** (this includes forwarding messages and supporting others in hurtful online behaviour).	warning	1 week	2 weeks	1 term
CB2	Cyberbullying	**Don't be a bystander -** Talk to my teacher or another adult I trust if I see a friend being unsafe or being made to feel uncomfortable by others.	discussion	Phone call home	2 days	1 week
P1	Privacy	**Keep personal details private – never give other people's personal details**, including full names, telephone numbers, addresses, photos, and passwords and login details.	discussion	1 week	2 weeks	1 term
P2	Privacy	**Keep personal details private – never give out my personal details**, including full names, telephone numbers, addresses, photos, and passwords and login details.	discussion	2 days	1 week	1 term
P3	Privacy	**Never talk to strangers online** unless guided to by my teacher or an adult I trust. Talk to a teacher or another adult if **someone asks me to provide information that I know is private.**	discussion	Phone call home	2 days	1 week
OS1	Online Safety	Seek teacher/adult permission before **uploading media** to websites, blogs or other shared online spaces.	discussion	2 days	1 week	1 term
OS2	Online Safety	Keep myself safe – I will keep myself safe in the internet by **only communicating with people that I know.**	discussion	2 days	1 week	2 weeks
RU1	Responsible Use	**Only use the internet for purposes specified by the teacher.**	warning	1 week	2 weeks	1 term
RU2	Responsible Use	**Seek permission** from individuals involved **prior to taking photos, recording sound or videoing them** (including teachers) and publishing or sending photos, recorded sound or video to anyone else or to any online space.	warning	1 week	2 weeks	1 term
RU3	Responsible Use	**Be responsible** wherever and whenever I use technology**.** This includes **using technology for purposes specified** by my teacher, or parent, at school and home.	discussion	2 days	1 week	1 term
RU4	Responsible Use	**Not accessing or sending inappropriate rude or offensive content** (or if you willingly participate by viewing the content of others). This includes but is not limited to 'chain' messages.	warning	1 week	2 weeks	1 term
RU5	Responsible Use	**Respect other students' work and files.** This includes deleting files and touching or closing computers/devices that someone is currently working on.	warning	1 week	2 weeks	1 term
RU6	Responsible Use	**Take the responsibility to care for the computers, iPads, tablets and cameras.**	discussion	1 week	2 weeks	1 term
RU7	Responsible Use	Follow **copyright laws** and website terms at all times, for example not **sharing** music or videos or bring **illegally downloaded** software/ media.	discussion	1 week	2 weeks	1 term
RU8	Responsible Use	Remember that the content on the web is someone's property and not **cut and copy large portions of information and pretend it is my own work.**	discussion	1 week	2 weeks	1 term
RU9	Responsible Use	**Talk to my teacher or another adult** if I need help online, or not sure what I should be doing.	discussion	Phone call home	2 days	1 week
RU10	Responsible Use	Talk to my teacher or another adult if **I come across a website which is not suitable for school.**	discussion	1 day	2 days	1 week
RU11	Responsible Use	Talk to a teacher or another adult if I believe that **someone else is doing something inappropriate** using technology.	discussion	1 day	3 days	1 week
RU12	Responsible Use	Take **full responsibility for my personal technology** –keep it stored safely in my bag. Mernda Primary School recommends that precious items are not brought to school.	discussion	Phone call home	2 days	1 week
RU13	Responsible Use	**Not let mobile digital devices interrupt my learning** – Mobile phones are to be given to the class teacher at the start of the school day for safe keeping and returned to the student at 3:15.	warning	1 day	call home	1 term
RU14	Responsible Use	Be responsible. **Not use devices to find, create or send information that might be inappropriate or hurtful.**	warning	1 week	2 weeks	1 term
RU15	Responsible Use	Do not bring to school or download any **unauthorised programs**, including games. The use of USB flash drives is restricted to classroom or homework purposes only.	warning	1 week	2 weeks	1 term

Word Count – 2746

ICT & DIGITAL TECHNOLOGIES ACCEPTABLE USE CONTRACT

Mernda Primary School uses the technology as a teaching and learning tool. Technology, for the purposes of this policy is defined as:

DIGITAL INFORMATION AND COMMUNICATIONS TOOLS INCLUDING (BUT NOT LIMITED TO) NETBOOK COMPUTERS, DESKTOP COMPUTERS, CAMERAS, RECORDERS, MP3 PLAYERS, MOBILE DEVICES, GAMING CONSOLES, INTERNAL SCHOOL NETWORKS AND THE INTERNET.

We see technology as a valuable resource but acknowledge it must be used responsibly. Each student is required to agree to the terms stated below and without agreement will not be provided access to any computers or internet at school. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed. However, there is a process in place should something inappropriate occur. The internet provides students with unprecedented opportunities to obtain information and engage in discussion to increase skills, knowledge and abilities.

Student Contract

When I use technology, both at school and at home I have responsibilities and rules to follow. I will:

Responsible Use
- take the responsibility to care for computers and other technology.
- not eat or drink when using technology and carry devices around appropriately.

Internet Usage
- immediately exit the program I am using if an inappropriate image/text appears and notify my teacher, parent or trusted adult.
- only work on the Internet for purposes specified by my teacher during class time.
- follow school guidelines and procedures when preparing materials for publication on the web.
- respect copyright rules and paraphrase the information in my own words. If I am unsure I will check with my teacher.

Electronic Content
- not bring or download any unauthorised programs, including games, to the school or run them on the school computers. The use of USB is restricted to be used for classroom or homework purposes only. I understand that breaches of the rules will see me face the consequences which are outlined in that Breach of Acceptable Use Agreement Guidelines, as determined by the classroom teacher, ICT Leading Teacher.

Internet Safety
- not give out personal information such as my surname, address, telephone number, parents' work address/telephone number.
- never send a person my picture without first checking with my teacher/parent.
- always have my teacher's permission before communicating with others online.
- respect the privacy of others by not sharing personal information such as a password.
- not respond to any messages that are unpleasant or that make me feel uncomfortable in any way. Notify my teacher, parent or trusted adult straight away.

Cyberbullying
- not use the Internet to frighten, annoy, abuse or threaten another person. Any incidents of cyberbullying will be dealt with by the school Principal and teachers in accordance with the Breach of Acceptable Use Agreement Guidelines.

I acknowledge and agree to follow these rules. I understand that I may not be able to access the internet and technology at school if I do not act responsibly. This Acceptable Use Policy also applies to students during school excursions, camps and extra curricula activities. I acknowledge and agree to follow these rules. I understand that my access to the Internet and mobile technology at school will be renegotiated if I do not act responsibly.

Student Name:……………………………..……… Student Signature: ……………..…………………….…………
Date…………………..

Parent/Guardian Agreement:

I agree to:
- My child using the internet at school**.**
- My child's first name and initial published on Mernda Primary School's website, app or on education websites.
- A photo or video of my child being published on password protected education websites.
- My child's work being published on Mernda Primary's website or on password protected education websites.
- The school signing my child up to educational websites such as Mathletics, Skooville or Wikispaces.
- Participation on Skype for educational purposes such as collaborative classrooms and Chinese Lessons.
- Acknowledging that the nature of the internet means that full protection from inappropriate content can never be guaranteed.
- I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material..
- I will contact with the **school or Net Alert Australia's Internet Safety Advisory body on 1800 880 176 if something concerns me.**

Parent Name .... Parent Signature ....
Date................................

Word Count – 2746

1.7 – ICT and Internet Usage Policy

ICT and INTERNET USAGE POLICY

Rationale

The internet provides students with unprecedented opportunities to obtain information, engage in discussion and liaise with individuals, organisations and groups around the world, to increase skills, knowledge and abilities.

Mernda Primary School provides access to a range of up to date technologies to enhance teaching and learning opportunities and to enrich the learning environment. We encourage the use of ICT to facilitate learning and aim to develop our students' to use these tools safely, responsibly and with integrity. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed. Each student has been asked to use ICT responsibly at school, as outlined in the Mernda Primary 0488 ICT Student Code of Conduct and Acceptable Use.

Aims
- To improve student learning outcomes by guiding students and increasing access to electronic worldwide information.
- To develop skills in discriminate, appropriate and effective internet usage.
- To ensure that use of the internet within the school context meets legal requirements and standards of general practice.
- To develop the knowledge, skills and behaviours required to enable students to understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.
- To clearly communicate guidelines for the appropriate use of computers and other technology to students, staff and parents

Implementation
At Mernda Primary we;

- actively support access by students to the widest variety of information resources available, accompanied by the development of the skills necessary to filter, analyse, interpret and evaluate information encountered.
- provide all students and staff with censorship filtered internet and email access. All students and staff are provided with access to password protected internet account and log on. _Such access is a privilege that infers responsibility and not simply a right to be expected._
- have integrated programs across all learning domains such as Literacy, Numeracy and Inquiry that incorporate the use of Information Communications & Technology (ICT) to enhance and aid learning.
- support copyright agreements and actively teach students to acknowledge the source when using information obtained online.
- reinforce the importance of safe and respectful use of the internet in all curriculum areas and deliver an eSmart Cyber Safety program in all classrooms from Prep – Year 6.
- have an ICT Student Code of Conduct and Acceptable Use Policy that is discussed with students and revised with students at the beginning of each school year.
- ensure that a signed parent and student consent is required to be completed in order to gain access to the internet at school or to publish work, photos or videos demonstrating an understanding of this policy and the consequences of noncompliance.

Word Count – 2746

Preventative measures Mernda Primary will take includes;

- providing teacher supervision and direction during all internet use opportunities.
- having an ICT Leading Teacher who liaises with teaching staff and support technicians to manage all device usage and internet access, maintenance of the school's web site, web filters and all other issues related to internet access by students.
- Ensuring that the privacy of students, parents, staff and other users are be recognised and respected at all times. When identifying students, only the student's first name or grade level may be used.
- providing password protected email accounts in Years 4-6. Users will be responsible for clearing their mailboxes regularly.
- ensuring that staff are be responsible for notifying the ICT Leading Teacher of any inappropriate material so that access to such sites can be blocked.
- encouraging all students to be responsible for notifying their teacher of any inappropriate material so that access can be blocked.

In the event that a Breach of Acceptable Use occurs, Mernda Primary will follow up by;

- ensuring that students who fail to honour the Student ICT Code of Conduct incur an appropriate consequence relating to the withdrawal of their personal access to the Internet and or electronic devices, as specified in the ICT Student Code of Conduct and Acceptable Use Guidelines.
- tracking breaches of the Acceptable User Contract by collecting data in order to identify problem areas so that effective solutions may be devised and implemented.
- implementing guidelines for responding to breaches of the Acceptable Use Contract to allow for the consistent management of these breaches. Students and parents will also be made aware of these incidents.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle through the ICT AIP team.

This policy was last ratified by School Council on -15/09/2017 to be reviewed 15/09/2020

1.8 – Cyberbullying Policy

CYBER BULLYING POLICY

Definition:

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - psychologically or physically, or to their property, reputation or social acceptance on more than one occasion. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

People who use the internet, email, intranet, phones or similar technologies to bully others are cyber bullies.

Rationale:

Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, chat room, online games, discussion group, instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for individuals who choose to cyber bully others.

Aims:

- ✓ To educate and reinforce the school community what cyber bullying is and the fact that it is unacceptable.
- ✓ To enable everyone in the school community to be alert to signs and evidence of cyberbullying and to be aware that they have a responsibility to report it to staff, whether as observer or victim.
- ✓ To ensure that all reported incidents of cyber bullying are investigated appropriately, and that support is given to both victims and perpetrators.
- ✓ To seek parental and peer-group support and co-operation at all times.

Implementation:

Teachers, students, parents and the community will be made aware of the school's position on cyber bullying. Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying. There is no single solution to the problem of cyber bullying.

Listed below are 5 areas that our school community needs to address together to put in place and maintain a comprehensive and effective prevention plan.

1) Understanding and talking about cyber bullying

2) Review and update existing policies and practices regularly

3) Make reporting cyber bullying easy for students

4) Promote the positive use of technology

5) Evaluate the impact of prevention activities

References:

- Safe Schools are Effective Schools booklet www.curriculum.edu.au/mindmatters
- S428-2007 Cyber Bullying – Updating the Student Code of Conduct www.bullyingnoway.com.au
- http://www.cybersmart.gov.au/Young%20Kids/Hectors%20World.aspx
- http://www.education.vic.gov.au/management/elearningsupportservices/www/classroom/default.htm

Word Count – 2746

The school will adopt a three-phase approach to cyber bullying.

1. Primary Prevention:

- ✓ Professional learning for staff relating to all forms of cyber bullying.
- ✓ Educate the school community about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable
- ✓ Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving such as SWPBS, RRRR, You Can Do It & eSmart.
- ✓ Each classroom teacher to clarify with students at the start of each year the school policy on cyber-bullying.
- ✓ Processes are in place to ensure tracking of student activity on the school's computer equipment and network. Proxy settings and firewalls will be maintained and updated to eliminate outside activity into the school's network and intranet.
- ✓ The use of mobile phones by students will be limited, with consequences to be implemented for any students who use mobile phones inappropriately.
- ✓ The curriculum to include anti-bullying, including cyber bullying messages and strategies according to the school's Code of Conduct.
- ✓ Encourage children and staff to report cyber bullying incidents involving themselves or others.
- ✓ School staff and students are to be reminded regularly to report incidents of cyber bullying.
- ✓ Regular monitoring of student's activity on school's computer networks to identify potential problems.
- ✓ Parents are encouraged to contact the school if they become aware of a problem.

2. Intervention:

- ✓ Classroom teachers are primarily responsible for students in their classrooms and will seek support from the Digital Technologies Leader and/or Leadership Team if required.
- ✓ Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of cyber bullying will be fully investigated and documented.
- ✓ Parents to be contacted.
- ✓ Both cyber bullies and victims will be offered counselling and support.
- ✓ If student bullying persists parents/ carers will be contacted, and consequences implemented consistent with the school's Student Code of Conduct. This may include the removal of cyber bullies from access to the school's network and computers for a period of time. Loss of privilege of electronic devices at school, which could be used for cyber bullying.

3. Post Violation:

- ✓ Consequences for students will be individual according to the school's Code of Conduct.
- ✓ Provide support structures as necessary
- ✓ Ongoing monitoring of identified cyber bullies.

Evaluation:

This policy will be reviewed as part of the school's policy review cycle.

1.9 – Social Media Policy

Social Media Policy

Rationale:

Mernda Primary School recognises the importance of teachers, students and parents engaging, collaborating, learning and sharing through social media applications. These applications include, but are not limited to, Facebook, Twitter, Blogs, and other online tools through which people connect and share information. All members of the Mernda Primary community are expected to uphold the values of the school in all Social Media interactions. Staff, students and parents will not act in such a way that the image of Mernda Primary School is brought into disrepute nor in a way that harms members of the school community.

Therefore, it is expected Mernda Primary School's staff, students and parents use Social Media in a respectful and responsible manner. Social Media should not be used to insult, present offensive or inappropriate content or to misrepresent Mernda Primary School or any member of the school community.

Aims:

The aim of the Social Media Policy is to set standards of behaviour for the use of Social Media that are consistent with the values and expectations of Mernda Primary School. Mernda Primary School aims to protect the safety and wellbeing of students, teachers and the school community. If however, there is a breach of the Mernda Primary School's Social Media Policy the school will undertake disciplinary action and will be dealt with on a case by case basis. All reports of cyberbullying and other technology misuses will be investigated fully and may result in a notification to police where the school is required to do so.

Definitions:

Social media refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks.

Social Media: refers to all social networking sites. These sites include, but are not limited to,
Facebook, Twitter, LinkedIn, Google+, KIK, Instagram, SMS, YouTube and includes emails and
mobile devices.
Please see appendix 1 for more detailed definitions

Rights and Responsibilities:

Staff, students and parents are expected to show respect to all members of the school community.

Staff will: Plan for the inclusion of cyber safety awareness within the curriculum with guidance from relevant education authorities.

Parents will: Be responsible for being aware of and informed about their children's online activity and be proactive in the supervision and guidance of their children taking into account this policy and in particular the school's core values.

Students will: Use digital technologies and social media in the way that is intended and instructed by parents and staff. They will demonstrate responsible online behaviours and cybersafety awareness inline with the eSmart curriculum which Mernda Primary School is accredited for,

Word Count – 2746

STUDENT GUIDELINES

When using Social Media, students are expected to ensure that they:

- ✓ Read and agree to the terms and conditions of various Social media sites as many of them have age restrictions for their use. Eg Facebook, Instagram and Gmail are all restricted to those 13 years of age and above.
- ✓ Are aware of what they are posting online and that Social Media sites and applications are public forums.
- ✓ Are not permitted to join a staff member's areas on networking sites. If students attempt to do this, the member of staff is to refuse the student access and inform the Principal. The student's parents will be informed if this happens.
- ✓ Will not access social networking sites during the school working day without permission from a member of the School teaching staff.
- ✓ Do not post content that is hateful, threatening, pornographic, or incites violence against others.
- ✓ Respect the rights and confidentiality of others.
- ✓ Follow Mernda Primary School's code of conduct when writing online.
- ✓ Do not impersonate or falsely represent another person.
- ✓ Remain safe online and never give out personal information. This includes last names, phone numbers, addresses, exact birth dates and pictures.
- ✓ Do not bully, intimidate abuse, harass or threaten others.
- ✓ Do not make defamatory comments.
- ✓ Do not use offensive or threatening language or resort to personal abuse towards each other or members of the school community
- ✓ Do not harm the reputation of Mernda Primary School or those within its community
- ✓ Do not upload video, audio or photographs of any member of the Mernda Primary community (student, parents or staff) without seeking and gaining appropriate permission.
- ✓ Do not upload any video or photographs of any student where they can be identified as a Mernda Primary student by their uniform or any other means.

PARENT GUIDELINES:

Classroom blogs and other Social Media tools open up communication between students, parents and teachers. This kind of communication and collaboration can have a large impact on learning at Mernda Primary School. The school encourages parents to participate in such activities when appropriate but requests that parents act responsibly and respectfully at all times, understanding that their conduct not only reflects on the school community, but will be a model for our students as well.

Parents should adhere to the following guidelines:
- ✓ Be aware that many Social Media sites have age restrictions that DO HAVE implications for their primary aged children. Parents need to monitor their children's online social media activity, and read the terms and conditions of various Social Media sites and applications their children are interested in using. Parents need to be aware that many of them have age restrictions for their use. Eg Facebook, Instagram and Gmail are all restricted to those 13 years of age and above.
- ✓ Parents need to be aware that they are in breach of terms and conditions if they set up a personal account for their children to use if they knowingly understand that age restrictions apply.
- ✓ Before uploading photos, audio or video, parents need to seek appropriate permission from any individual involved. This most particularly applies in relation to the privacy of the staff of Mernda Primary.
- ✓ Online postings and conversations are not private. Do not share confidential information, internal school discussions, or specific information about students, staff or other parents.
- ✓ Be conscious of the fact that expert advice given is that all users of Social Media sites should do whatever they can to not identify any child by name or associate them with a particular school.
- ✓ Parents will be asked to sign a consent form for students when teachers set up social media activities for classroom for learning use.
- ✓ Parents will not attempt to destroy or harm any information online.

Word Count – 2746

- ✓ Parents will not use classroom social media sites for any illegal activity, including violation of data privacy laws.
- ✓ Parents are highly encouraged to read and/or participate in social media activities. Parents should not distribute any information that might be deemed personal about other students participating in the social media activities. This includes photographs.
- ✓ Parents should not upload or include any information that does not also meet the student guidelines above.
- ✓ Parents should not participate in spreading false or unsubstantiated rumours or false information in regard to the Mernda Primary community and its members.
- ✓ Parents assisting with classroom activities should not make use of social media sites while involved in such activities.

STAFF AND TEACHER GUIDELINES

Social Media in relation to staff and teacher relates to blogs, wikis, podcasts, digital images and video, instant messaging and mobile devices.

- ✓ Online behaviour should at all times demonstrate a respect for the dignity of each person.
- ✓ Social networking sites such as Facebook or Instagram must not be used by staff as a platform for learning activities with students, unless specifically used to teach acceptable use of such sites.
- ✓ Staff should not accept students as 'friends' on their own social network sites or interact with them on social networking sites.
- ✓ Staff and student online interaction must occur only in an educational context.
- ✓ Staff are advised to NOT accept ex-students or parents of current students as friends on personal Social Media sites.
- ✓ Staff must not discuss students or colleagues or publicly criticise school policies or personnel on social networking sites.
- ✓ Staff have permission to post photographs and information of Mernda Primary students to school digital platforms such as Firefly and the website, only in the event that the parent has signed an agreement to post photos, videos and information about their child.
- ✓ Staff are personally responsible for content they publish online. Staff need to be mindful that what they publish will be public for a long time.
- ✓ Staff online behaviour should reflect the same standards of honesty, respect, and consideration consistent with the standards that apply on school premises and in accordance with the school's values and ethos.
- ✓ The lines between public and private, personal and professional are blurred in the online world. If staff identify themselves online as affiliated with Mernda Primary School then they need to be aware that they are by definition representing the entire school community. Staff should ensure that content associated with them is consistent with their work at the school and the school's values and ethos.
- ✓ Staff should not participate in spreading false or unsubstantiated rumours or false information in regard to the Mernda Primary community and its members.
- ✓ When contributing online staff should not post confidential student information.
- ✓ Staff should visit their profile's security and privacy settings on social networking sites. At a minimum, staff should have all privacy settings set to 'only friends'.

MANAGING CHANGE AND ISSUES ARISING

- ✓ We acknowledge that technology changes rapidly. If any member of the Mernda Primary community has a concern or question pertaining to Social Media or Social Networking sites, this should be directed to the Principal and the Digital Technologies Leader.
- ✓ Parents, students or staff who have a complaint or issue arise from Social Media should contact the school.

Evaluation:

This policy will be reviewed as part of the school's policy review cycle.

Word Count – 2746