

Burrendah Primary School – ICT Capabilities & Curriculum Links - Managing & Operating ICT

		K/PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Managing & Operating ICT	<p>Identify Computer – Based Technologies</p> <p>(Understand ICT Systems)</p>	<ul style="list-style-type: none"> ▣ Identifies an iPad desktop computer, notebook and IWB 	<ul style="list-style-type: none"> ▣ Use correct terminology for basic computer components and peripherals: <ul style="list-style-type: none"> • Computer • Monitor • Keyboard • Mouse • Touch Pad • Printer • Camera 	<ul style="list-style-type: none"> ▣ Understand and uses correct terminology for: <ul style="list-style-type: none"> • Computer (brains of computer) • Monitor (eyes of computer) • Keyboard (to write with) • Mouse (control & select icons on screen) • Touch Pad (alternative to mouse)) • Printer (output device) • Camera (input device) 	<ul style="list-style-type: none"> ▣ Understand and uses correct terminology for additional peripheral devices: <ul style="list-style-type: none"> • USB • CD/DVD • External Hard Drive • Speakers • Microphone • Scanner ▣ Identify the differences between various computers (iPad, notebook and desktop) and consider pros and cons of usage 	<ul style="list-style-type: none"> ▣ Consolidate knowledge and understandings from Year 3 ▣ Introduce concept of input (e.g. keyboard) and output devices (e.g. monitor) ▣ Classify software into applications, system and computer programming tools ▣ Differentiate between hardware and software and select appropriate programs to suit a particular purpose 	<ul style="list-style-type: none"> ▣ Understanding the uses of standard input, processing, output and storage components: <ul style="list-style-type: none"> • Input –keyboard, microphone • Process – central processing unit (CPU) • Output –monitor, speakers, projector • Storage– cloud, USB, hard drive ▣ Understanding the use and role of system, e.g. Windows, iOS, Android and application software, e.g., MS Word 	<ul style="list-style-type: none"> ▣ Consolidate Year 5 understandings ▣ Understands the brains of a computer processor is listed as Gigahertz or GHz ▣ Understands that random access memory (RAM) is the computers operating memory which make software programs run more efficiently ▣ Understands that the hard disk drive storage (computer's long-term memory) is measured in gigabytes (Gb) or terabytes (TB)
	<p>Use of Computer-Based Technologies</p> <p>(Select and Use Hardware and Software)</p>	<ul style="list-style-type: none"> ▣ Operate basic functions, e.g., swipe to unlock ▣ Refer to Creating with ICT for specific examples on using software and hardware devices, e.g., cameras 	<ul style="list-style-type: none"> ▣ Operate basic functions, e.g., swipe to unlock and select home button to close apps on iPad ▣ Independently copy log in information for apps or online use ▣ Use a mouse, or keyboard to operate familiar program ▣ Introduce keyboarding skills – space , shift, caps lock, backspace & numerals keys ▣ Use head phones with care ▣ Recognise symbols and icons on a computer screen ▣ Refer to Creating with ICT for specific examples on using software and hardware devices, e.g., cameras and printers 	<ul style="list-style-type: none"> ▣ Operate basic functions e.g. menus, scrolling, toolbars etc. ▣ Open and close computers correctly to ensure up-dates are downloaded and previous users are logged off ▣ Independently apply keyboard skills introduced in Year 1 and learn additional punctuation and typing features ▣ Introduction mouse functions/short cuts, e.g., copy, cut and paste ▣ Typing skills – practise through online software, e.g., TypingClub.com ▣ Refer to the NAPLAN Online Capabilities (ICT Skills Guide) ▣ Refer to Creating with ICT for specific examples on using software, e.g., MS Word and hardware devices, e.g., cameras and printers ▣ Introduce adjusting setting on iPads, e.g., sound levels ▣ Use and understand software terminology, e.g., start, desktop, icons, toolbar, tab, scroll bar and programs 	<ul style="list-style-type: none"> ▣ Consolidate computer operations skills from Year 1 & 2 ▣ Familiar with own log on details and reports any issues/problems to teacher ▣ Independently use and develop efficient navigation of keyboard – including copying, cutting and pasting ▣ Independently use mouse functions/short cuts, e.g., copy, cut and paste ▣ Typing skills – practise through online software, e.g., TypingClub.com ▣ Refer to Creating with ICT for specific examples on using software, e.g., MS Word and hardware devices, e.g., cameras and printers ▣ Introduce adjusting setting on iPads, notebooks and desktop computers, e.g., sound levels, checking Wifi connection, desktop organization etc. 	<ul style="list-style-type: none"> ▣ Consolidate computer operations skills from Year 1, 2 & 3 ▣ Independently use and develop efficient navigation of keyboard ▣ Independently use mouse functions/short cuts ▣ Typing skills – practise through online software, e.g., TypingClub.com ▣ Refer to the NAPLAN Online Capabilities (ICT Skills Guide) ▣ Refer to Creating with ICT for specific examples on using software, e.g., MS Word & PowerPoint and hardware devices, e.g., cameras and printers ▣ Independently use basic operating system functions, e.g., maximising and minimising screens, taking screen shots, organising desktop 	<ul style="list-style-type: none"> ▣ Consolidate computer operations skills from Year 4 ▣ Independently use and develop efficient navigation of keyboard ▣ Independently use mouse functions/short cuts ▣ Typing skills – practise through online software, e.g., TypingClub.com ▣ Refer to Creating with ICT for specific examples on using software, e.g., MS Word, PowerPoint & Excel and hardware devices, e.g., cameras and printers ▣ Independently use basic operating system functions 	<ul style="list-style-type: none"> ▣ Consolidate computer operations skills from Year 5 ▣ Independently use and develop efficient navigation of keyboard ▣ Independently use mouse functions/short cuts ▣ Typing skills – practise through online software, e.g., TypingClub.com ▣ Refer to Creating with ICT for specific examples on using software, e.g., MS Word, PowerPoint & Excel and hardware devices, e.g., cameras and printers ▣ Independently use basic operating system functions
	<p>Saving & Retrieving Data</p> <p>(Managing Digital Data)</p>	<ul style="list-style-type: none"> ▣ Save and retrieved published items on iPad 	<ul style="list-style-type: none"> ▣ Saving and retrieving data - providing unique names for files and understanding difference between <i>Save and Save As</i> ▣ Applying basic functions such as opening and dragging- and dropping files 	<ul style="list-style-type: none"> ▣ Consolidate saving and retrieving skills and knowledge from Year 1 	<ul style="list-style-type: none"> ▣ Managing and maintaining lists, favourites, bookmarks, folders and files ▣ Safely remove external storage devices – USB or HDD 	<ul style="list-style-type: none"> ▣ Consolidate managing and maintaining lists, favourites, bookmarks, folders and files from Year 3 ▣ Routinely backing up and protecting data ▣ Aware of school storage protocols, e.g., pictures and videos are to be saved on P:\drive 	<ul style="list-style-type: none"> ▣ Consolidate Year 4 skills, knowledge and understandings ▣ Saving/exporting data in different formats e.g. pdf ▣ Moving data from one location to another ▣ Aware of the need for more than back up, e.g., use personal USB for data storage ▣ Efficient saving protocols, e.g., save documents in My Documents folders rather than desktop 	<ul style="list-style-type: none"> ▣ Consolidate saving and retrieving skills, knowledge and understandings from Year 5

Burrendah Primary School – ICT Capabilities & Curriculum Links - Communicating with ICT & Investigating with ICT

		K/PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating with ICT	Understand and Use Email/Online Communication	<ul style="list-style-type: none"> ■ Viewing information placed on a secure site by the teacher ■ Understanding that a response to a question on an online environment will be received by the teacher 	<ul style="list-style-type: none"> ■ Using class online discussion board or blog to read and post electronic messages ■ Understanding that a communication on a blog may be viewed later by other students 	<ul style="list-style-type: none"> ■ Consolidate Year 1 skills and understandings ■ Composing a message and sending it with support 	<ul style="list-style-type: none"> ■ Use online discussion boards to read and post electronic messages, e.g., Class Dojo ■ Understand that a text message may be sent to one or more persons ■ Use student email system in DoE Portal ■ Use DoE - Connect ■ Practise netiquette when emailing ■ Interpret features of a new message (to, from, subject) ■ Open and read emails ■ Reply to email 	<ul style="list-style-type: none"> ■ Consolidate Year 3 skills, knowledge and understandings 	<ul style="list-style-type: none"> ■ Use student email system in DoE Portal ■ Use DoE - Connect ■ Understand structure on an email address ■ Add attachments to email ■ Create distribution lists ■ Practise email netiquette ■ Collaborate online to solve problems, share ideas and communicate with people in different social and cultural backgrounds ■ Understand characteristic of Skype compared to blogs and wikis 	<ul style="list-style-type: none"> ■ Consolidate Year 5 skills, knowledge and understandings ■ Understand appropriate use of Cc (carbon copy) and Bcc (blind carbon copy)
	Investigating with ICT	Locate, Generate and Access Data and Information	<ul style="list-style-type: none"> ■ Making choices from icon-based menus on iPad 	<ul style="list-style-type: none"> ■ Locating information following hyperlinks ■ Printing pages ■ Copying and pasting text and images 	<ul style="list-style-type: none"> ■ Locating information following hyperlinks ■ Printing pages ■ Copying and pasting text and images ■ Effective internet searching using key word searches 	<ul style="list-style-type: none"> ■ Locating information by typing in simple URLs ■ Saving text and images ■ Effective internet searching using key word searches and +/- signs ■ Collecting data from a simulation environment 	<ul style="list-style-type: none"> ■ Locating information by typing in simple URLs ■ Saving text and images ■ Effective internet searching using quotation marks, no capitalisation and numeric range ■ Collecting data from a simulation environment 	<ul style="list-style-type: none"> ■ Searching and locating files within school directory ■ Effective internet searching using plus punctuation, common word usage, knowing capitalisation has no effect on searches and drops suffixes ■ Organising in folders, tables or databases ■ Using simulations to generate and organize information on real world problems, e.g., Gap Minder (online)
Select and Evaluate Data and Information		<ul style="list-style-type: none"> ■ Explaining how digital information was used in an activity 	<ul style="list-style-type: none"> ■ Explaining how digital information answers a question 	<ul style="list-style-type: none"> ■ Explaining how digital information answers a question 	<ul style="list-style-type: none"> ■ Explaining why a source of digital information was used or trusted in preference to another ■ Identify difference between email and traditional mail 	<ul style="list-style-type: none"> ■ Explaining why a source of digital information was used or trusted in preference to another 	<ul style="list-style-type: none"> ■ Selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives 	<ul style="list-style-type: none"> ■ Selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives

Burrendah Primary School – ICT Capabilities & Curriculum Links - Creating with ICT

		K/PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating with ICT	Use Printer and Camera	<ul style="list-style-type: none"> ❑ Use camera/video with assistance ❑ Access a photo or video through camera roll (iPad) ❑ With assistance take a clear simple photo or video (Media Arts) 	<ul style="list-style-type: none"> ❑ Preview and print document ❑ With assistance, take a photo or video and adjust settings on camera, e.g., switch between internal (self-portrait) and external camera on iPad ❑ With assistance, share a photo/video to another device (IWB or notebook) or through workflow app, e.g., Seesaw ❑ With assistance take a clear simple photo or video (Media Arts) 	<ul style="list-style-type: none"> ❑ Preview and print document ❑ Independently, take a photo or video and adjust settings on camera, e.g., switch between internal (self-portrait) and external camera on iPad ❑ Independently share a photo/video to another device (IWB or notebook) or through workflow app ❑ (e.g. Seesaw) ❑ Independently take a clear simple photo or video (Media Arts) 	<ul style="list-style-type: none"> ❑ Preview documents and adjust printer properties ❑ Independently, take a photo or video and adjust settings on camera ❑ Independently share a photo/video to another device (IWB, notebook or desktop) or through workflow app ❑ Independently take a clear simple photo or video in context of a lesson to capture an image for a purpose (Media Arts) 	<ul style="list-style-type: none"> ❑ Preview documents and adjust printer properties ❑ Independently, take a photo or video and adjust settings on camera ❑ Scan documents ❑ Independently share a photo/video to another device (IWB, notebook or desktop) or through workflow app ❑ Independently take a clear simple photo or video in context of a lesson to capture an image for a purpose (Media Arts) 	<ul style="list-style-type: none"> ❑ Preview documents and adjust printer properties ❑ Independently, take a photo or video and adjust settings on camera ❑ Scan documents ❑ Independently share a photo/video to another device (IWB, notebook or desktop) or through workflow app ❑ Independently take a photo or video and use basic functions to improve image in context of a lesson to capture an image for a purpose (Media Arts) 	<ul style="list-style-type: none"> ❑ Preview documents and adjust printer properties ❑ Independently, take a photo or video and adjust settings on camera ❑ Scan documents ❑ Independently share a photo/video to another device (IWB, notebook or desktop) or through workflow app ❑ Independently take a photo or video and use basic functions to improve image in context of a lesson to capture an image for a purpose (Media Arts)
	Generate Ideas, Plans and Processes	<ul style="list-style-type: none"> ❑ Teacher uses online and multi-media to present short sequence of instructions ❑ Contributing to a class digital product plan 	<ul style="list-style-type: none"> ❑ Drawing simple mind maps using conceptual mapping software, e.g., iPad App - Kidspirations ❑ Using drawing software to show steps in a sequence ,e.g., App – Pure Flow 	<ul style="list-style-type: none"> ❑ Consolidate Year 1 skills 	<ul style="list-style-type: none"> ❑ Drawing simple mind maps using conceptual mapping software, e.g., Kidspirations & Inspirations ❑ Using tables, photos and sketches in planning documents 	<ul style="list-style-type: none"> ❑ Consolidate Year 3 skills 	<ul style="list-style-type: none"> ❑ Using timeline software to plan, e.g., iPad App - Timeline ❑ Using concept mapping and brainstorming software to generate key ideas ❑ Using graphic and audio visual software to record ideas 	<ul style="list-style-type: none"> ❑ Consolidate Year 5 skills
	Word Processing & Formatting	<ul style="list-style-type: none"> ❑ Using appropriate software to enter text and images ❑ Editing a class-created digital product <p>For example, using iPad Apps – Book Creator</p>	<ul style="list-style-type: none"> ❑ Select appropriate software &/or device to present written work ❑ Using the basic functionality of selected software to manipulate text and images <p>For example:</p> <ul style="list-style-type: none"> • Font size, type & colour • Insert pictures and clip art ❑ Editing own work and that of others 	<ul style="list-style-type: none"> ❑ Consolidate Year 1 skills, knowledge and understandings ❑ Using the basic functionality of selected software to manipulate text and images <p>For example:</p> <ul style="list-style-type: none"> • Text alignment • Bold & Italic • Insert word art • Page layout – borders • Undo & redo ❑ Applying editing strategies 	<ul style="list-style-type: none"> ❑ Consolidate Year 2 skills, knowledge and understandings ❑ Using the basic functionality of selected software to manipulate text and images <p>For example:</p> <ul style="list-style-type: none"> • Insert text box, tables and shapes • Rotate/resize shapes, text boxes and tables • Review – spell & grammar check • Zoom • Preview ❑ Applying editing strategies 	<ul style="list-style-type: none"> ❑ Consolidate Year 3 skills, knowledge and understandings ❑ Using the functionality of selected software to manipulate text and images <p>For example:</p> <ul style="list-style-type: none"> • Review word selection – thesaurus • Shade tables and shapes • Highlight • Inserting bullets and numbers • Insert hyperlinks and screen shots • Page layout – margins, orientation & size ❑ Applying editing strategies 	<ul style="list-style-type: none"> ❑ Consolidate Year 4 skills, knowledge and understandings ❑ Using the functionality of selected software to manipulate text and images <p>For example:</p> <ul style="list-style-type: none"> • Insert headers, footer and page numbers • Increasing and decreasing indents • Wrapping around text • Tables – merging cells and table properties ❑ Applying purposeful editing and refining processes 	<ul style="list-style-type: none"> ❑ Consolidate Year 5 skills, knowledge and understandings ❑ Using the functionality of selected software to manipulate text and images <p>For example:</p> <ul style="list-style-type: none"> • Consolidate Year 5 skills and extend skills as required, e.g., fill effects, grouping objects , word count ❑ Applying purposeful editing and refining processes

Burrendah Primary School – ICT Capabilities & Curriculum Links - Creating with ICT

		K/PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating with ICT	Create Presentations	<p>■ Using appropriate software to enter text, images, audio and numbers</p> <p>For example – iPad App - Book Creator or Write About</p>	<p>■ Using the basic functionality of selected software to manipulate text, images and audio</p> <p>For example – iPad App - Book Creator</p>	<p>■ Using the basic functionality of selected software to manipulate text, images and audio for presentations.</p> <p>For example : iPad App – Book Creator , iMovie, Explain Everything or Padlet</p>	<p>■ Consolidate Year 2 skills, knowledge and understandings</p> <p>■ Using the basic functionality of selected software to manipulate text, images and audio for presentations.</p> <p>For example PowerPoint:</p> <ul style="list-style-type: none"> • Select design template • Add new slide • Insert text box • Insert word art • Insert clip art or picture • Start slide show 	<p>■ Consolidate Year 3 skills, knowledge and understandings</p> <p>■ Manipulating and combining images, text, video and sound for presentations</p> <p>For example PowerPoint:</p> <ul style="list-style-type: none"> • Transitions • Animation • Insert audio • Insert video • Insert hyperlinks 	<p>■ Consolidate Year 4 skills, knowledge and understandings</p> <p>■ Select from a range of devices and software the most appropriate presentation tools</p> <p>■ Manipulating and combining images, text, video and sound for presentations – see Year 2, 3 & 4.</p>	<p>■ Consolidate Year 5 skills, knowledge and understandings</p> <p>■ Select from a range of devices and software the most appropriate presentation tools</p> <p>■ Manipulating and combining images, text, video and sound for presentations – see Year 2, 3, 4 & 5.</p>
	Representing Data	<p>■ Teacher demonstrates representing a data set in a digital product</p>	<p>■ Represent data numerically or graphically</p>	<p>■ Consolidate Year 1 skills, knowledge and understandings</p> <p>For example – iPad App - Numbers</p>	<p>■ Transforming data between numerical and graphical digital representation</p> <p>■ Using the basic functionality of selected software to manipulate and present data</p> <p>For example Excel:</p> <ul style="list-style-type: none"> • Column width • Inserting rows • Borders and lines • Create a table • Use tab & arrow key to move cursor <p>Note some skills are transferable form other software, e.g., MS Word</p>	<p>■ Consolidate Year 3 skills, knowledge and understandings</p> <p>■ Using the basic functionality of selected software to manipulate and present data</p> <p>For example Excel:</p> <ul style="list-style-type: none"> • Formatting cell • Page layout – margins, orientation, size and print area • Page layout – width and height adjustment • Insert bar graph <p>Note some skills are transferable form other software, e.g., MS Word</p>	<p>■ Consolidate Year 4 skills, knowledge and understandings</p> <p>■ Using the basic functionality of selected software to manipulate and present data</p> <p>For example Excel:</p> <ul style="list-style-type: none"> • Formulas – simple, e.g., use sum key • Layout – print tiles • Insert graph - select appropriate type and edit labels on graph <p>Note some skills are transferable form other software, e.g., MS Word</p>	<p>■ Consolidate Year 5 skills, knowledge and understandings</p> <p>■ Using the basic functionality of selected software to manipulate and present data</p> <p>For example Excel:</p> <ul style="list-style-type: none"> • Consolidate Year 5 skills and extend skills as required, e.g., importing data from other sources and applying a range of formulas <p>Note some skills are transferable form other software, e.g., MS Word</p>
	Create – Web Pages, Pod Casts, Videos or Animation	<p>■ Create a video, e.g., use iPad – App – Book Creator to present their news via a video</p>	<p>■ Create a video, e.g., use iPad – App – Book Creator to present their news via a video</p>	<p>■ Create a video, e.g., use iPad App - iMovie or Explain Everything to explain a concept taught in literacy or numeracy</p>	<p>■ Create a video, e.g., use iPad App - iMovie or Explain Everything to explain a concept taught in literacy or numeracy</p>	<p>■ Create a video, e.g., use iPad App - iMovie or Explain Everything to explain a concept taught in literacy or numeracy</p>	<p>■ Create a video, e.g., use iPad App - iMovie or Explain Everything to explain a concept taught in literacy or numeracy</p> <p>■ Create a podcasts, e.g., to advertise or promote an event at school – publish on school web site</p> <p>■ Create an animation to retell a story, e.g., iPad App – Stop Motion</p>	<p>■ Create a video, e.g., use iPad App - iMovie or Explain Everything to explain a concept taught in literacy or numeracy</p> <p>■ Create a podcasts, e.g., to advertise or promote an event at school – publish on school web site</p> <p>■ Create an animation to retell a story, e.g., iPad App – Stop Motion</p> <p>■ Design and create an interactive web site using content management software</p> <p>■ Use online tools, e.g., Survey Monkey or iPad App – Padlet to gather feedback to refine products</p>

Burrendah Primary School – ICT Capabilities & Curriculum Links - Social and Ethical Protocols and Practices when Using ICT

	K/PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Social and Ethical Protocols and Practices when Using ICT	Recognise Intellectual Property	<ul style="list-style-type: none"> ❑ Recognising that they own text, photos and videos they produce 	<ul style="list-style-type: none"> ❑ Understanding that they should not copy someone else's work without getting permission 	<ul style="list-style-type: none"> ❑ Consolidate Year 1 understandings 	<ul style="list-style-type: none"> ❑ Explaining where an image was sourced 	<ul style="list-style-type: none"> ❑ Consolidate Year 3 understanding 	<ul style="list-style-type: none"> ❑ Listing all sources, authors names and URLs ❑ Understand that research requires synthesizing information rather than copying large amounts of text from web sites 	<ul style="list-style-type: none"> ❑ Consolidate Year 5 skills
	Apply Digital Information Security Practices	<ul style="list-style-type: none"> ❑ Participating in a class discussion about why personal information should not be used online ❑ Follow class agreements when using devices 	<ul style="list-style-type: none"> ❑ Recognising that when logging onto the network they can only access their own folders or accounts ❑ Only logging on to class computer with their own username and password ❑ Complying with school expectations and protocols – see Burrendah PS – Student Code of Internet Conduct 	<ul style="list-style-type: none"> ❑ Consolidate Year 1 skills and knowledge 	<ul style="list-style-type: none"> ❑ Saving to their own folder or device ❑ Logging on to server and email using a personal password ❑ Complying with school expectations and protocols – see Burrendah PS – Student Code of Internet Conduct 	<ul style="list-style-type: none"> ❑ Consolidate Year 3 skills and knowledge 	<ul style="list-style-type: none"> ❑ Checking whether a friend can access their information, checking whether someone else can find the web link to their online posts, using non-predictable user names and passwords ❑ Complying with school expectations and protocols – see Burrendah PS – Student Code of Internet Conduct 	<ul style="list-style-type: none"> ❑ Consolidate Year 5 skills and knowledge
	Apply Personal Security Protocols	<ul style="list-style-type: none"> ❑ Introduce using and keeping passwords secret 	<ul style="list-style-type: none"> ❑ Messaging only to people they know, only allowing certain people to access their online space ❑ Keeping passwords secret 	<ul style="list-style-type: none"> ❑ Consolidate Year 1 skills and knowledge ❑ Develop understanding of netiquette, such as, addressing recipients appropriately in emails, videos or posts 	<ul style="list-style-type: none"> ❑ Understand appropriate levels of personal information disclosure for specific online environments, e.g., using anonymous/non predictable alias/nicknames, avatars and private passwords ❑ Sharing personal photographs only in appropriate environments ❑ Using polite but impersonal language in posted messages ❑ Recognising forms of cyber bullying 	<ul style="list-style-type: none"> ❑ Consolidate Year 3 skills and knowledge 	<ul style="list-style-type: none"> ❑ Understanding the dangers of providing personal information ❑ Recognising and reporting cyber bullying ❑ Only posting a photo with the owner's permission ❑ Not revealing details of identity ❑ Avoiding language offensive to particular groups of people ❑ Actively avoiding cyber bullying 	<ul style="list-style-type: none"> ❑ Consolidate Year 5 skills, knowledge and understandings
	Digital Citizenship	Refer to link to access e-safety lessons. All classes to participate in at least 2 x e-safety lessons per year and embed Digital Citizenship contextually into lessons where relevant. Link: https://esafety.gov.au/education-resources/classroom-resources Note: teachers to use professional judgment to select age appropriate program within e-safety web site, e.g., Hector's World for lower primary.						