



# Netsafe | Digital Citizenship Capability Review Tool










Netsafe first introduced a review process – as a key part of the *Netsafe Kit* – in 2000, revising it four times up to 2011. This tool will be part of a new version to reflect a growing understanding of the way digital citizenship is central to effective learning and wellbeing, as well as the importance of evaluation in school transformation. The indicators, together with supporting materials, will continue to evolve as new research and evaluation findings emerge.







Find out more about this tool and how to use it for review in the *Background paper to the Netsafe Digital Citizenship Capability Review Tool*, and *Instructions for using the Review Tool*

## KEY AREAS OVERVIEW

### Ngā tūtohu tukanga | Summary of effective practices




	<b>Ākonga Students</b>	<b>Mahi ngātahi Partnerships</b>	<b>Kaitiakitanga Stewardship</b>	<b>Hautūtanga Leadership</b>	<b>Marau Curriculum</b>	<b>Te tū māia Professional confidence</b>	<b>Te aromātai Inquiry and review</b>
1	Our students are active partners when we plan, develop and review digital citizenship and wellbeing.	We partner with parents, whānau, iwi and community so students can use digital technology positively and effectively.	Our Board(s) actively considers statutory requirements in relation to our use of digital technology.	We have clear expectations for the use of digital technology so we can maintain a supportive and effective learning environment.	We develop digital citizenship skills, knowledge and values across the curriculum.	We engage in professional learning so we can model digital citizenship confidently.	We draw on a range of sources to review how well we are developing digital citizenship.
2	Our students drive initiatives that promote positive use of digital technology.	We partner with external agencies to support our students' well-being.	Our Board(s) ensures digital technology is used in ways that consistently reflect our vision and values.	We recognise and respond to our staff's digital technology needs.	Our students learn how to use digital technology through inclusive and collaborative approaches.	We know how to integrate digital citizenship into effective learning programmes.	We review our incident response procedures regularly, including after an incident has occurred.
3	All of our students know where to get support and advice when they need it.		Our Board(s) ensures equitable access to digital technology and learning opportunities for our students.	Our digital citizenship and incident response policies and procedures follow effective guidance.		We know how to identify and take steps to minimise potential online risks to our students and respond appropriately to incidents.	We engage with our community to understand how our students' experience digital technology.
4				We maintain appropriate infrastructure and systems to promote positive and safe use of digital technology.			







Key areas	He tautuhi i te whaitake o te mahi <b>Effective practices</b>	Ko ngā tauira <b>Examples of possible activities to guide a 'best fit' judgement</b>	Current position: <b>Yet to begin</b>	Current position: <b>Foundation</b>	Current position: <b>Extension</b>
<b>Ākonga Students</b>  <i>Mātāpono/Key Principle:</i> <b>Ako— Learning</b>	1 Our students are active partners when we plan, develop and review digital citizenship and wellbeing.	<b>Foundation examples</b> <ul style="list-style-type: none"> <li>We create student teams to lead initiatives and support peers.</li> <li>We identify students' and community's views on digital technology use and wellbeing e.g. we use the <a href="#">Wellbeing@Schools framework</a> (NZCER).</li> <li>Our digital citizenship activities are mapped to whole school values and vision.</li> <li>We have a deliberate focus on <a href="#">students' rights and responsibilities</a>, and the importance of being inclusive of all.</li> </ul> <b>Extension examples</b> <ul style="list-style-type: none"> <li>Our students are always partners when we design digital citizenship/online safety initiatives.</li> <li>Our students' experiences/views are central to any review of the impact of digital citizenship/online safety initiatives.</li> <li>Our students' involvement is authentic and embedded e.g. <a href="#">Students as partners in learning</a> (ERO); Bolstad, R. (2011). <a href="#">From "Student voice" to "youth–adult partnership."</a> and <a href="#">Hart's Ladder</a></li> </ul>	  <i>[tick one]</i>	  <i>[tick one]</i>	  <i>[tick one]</i>
	2 Our students drive initiatives that promote positive use of digital technology.	<b>Foundation examples</b> <ul style="list-style-type: none"> <li>We provide regular opportunities for students to talk about what they need related to digital citizenship and online safety.</li> <li>Our student groups (e.g. student council, school leaders) are trialling ways to promote positive online behaviour to peers.</li> </ul> <b>Extension examples</b> <ul style="list-style-type: none"> <li>Our students provide learning for other students, staff/parents/whānau and community.</li> <li>Our students use inquiry and design thinking to generate new initiatives across the school.</li> <li>We have a Student Ambassador/Leader programme that is accessible for all students e.g. <a href="#">Sticks and Stones</a>; <a href="#">Project Rockit</a> (Australia)</li> </ul>	  <i>[tick one]</i>	  <i>[tick one]</i>	  <i>[tick one]</i>
	3 All our students know where to get support and advice when they need it.	<b>Foundation examples</b> <ul style="list-style-type: none"> <li>We have a confidential reporting system. e.g. <a href="#">an effective reporting process</a>.</li> <li>Our students and community report that our feedback/reporting services are working for them (e.g. via a survey or focus group).</li> <li>We make sure all students know they will be listened to when they speak up.</li> <li>We make sure that staff take all reports seriously and know what process to follow.</li> </ul> <b>Extension examples</b> <ul style="list-style-type: none"> <li>Our students are central to the process of setting up and review reporting systems.</li> <li>Our care and support processes are visible and accessible for all.</li> <li>We foster a 'safe telling culture', including promoting peer support, across the community.</li> </ul>	  <i>[tick one]</i>	  <i>[tick one]</i>	  <i>[tick one]</i>

<p><b>Mahi ngātahi Partnerships</b></p> <p><i>Mātāpono — Key Principle:</i></p> <p><i>Whanaungatanga — Relationships</i></p>	1	<p>We partner with parents, whānau, iwi and community so students can use digital technology positively and effectively.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We regularly communicate (e.g. newsletters, hui or teacher conferences) with parents, whānau and community, so they understand how/why we use digital technologies for learning.</li> <li>We offer deliberate opportunities (e.g. meeting, hui, surveys etc.) for the school community to learn about and feedback on digital technology guidelines and policies.</li> <li>Families know who to contact at the school with queries about technology use.</li> <li>We have regular discussions with our community about how/why we use digital technology safely and positively for learning.</li> <li>We share online safety tips and advice (e.g. from Netsafe) in newsletters.</li> <li>We consider alternatives to formal discipline when issues occur (e.g. we have restorative practices to manage issues related to online safety and the use of digital technology e.g. <a href="#">PB4L</a>).</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Our policies and guidelines about the use of digital technology are developed <i>with</i> parents, whānau and community e.g. <a href="#">Apiti School – Process for developing a digital citizenship agreement</a></li> <li>Our community learns online skills, digital citizenship knowledge and values alongside, and from, their children.</li> <li>We provide advice about digital technology use (e.g. hui, apps, newsletters etc.) in our community’s languages and contexts.</li> <li>We have embedded restorative practices to manage issues related to online safety and the use of digital technology.</li> </ul>	 <i>[tick one]</i>	 <i>[tick one]</i>	 <i>[tick one]</i>
	2	<p>We partner with external agencies to support our students’ wellbeing.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We have identified external partner organisations. e.g. NZ Police, other schools, social workers, mental health services, Netsafe, regional Ministry of Education/Special response teams etc.</li> <li>We have documented in our processes who to contact in the event of an online incident.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>We have well-established relationships and ways of working with external partner organisations. e.g. NZ Police, other schools, social workers, mental health services, Netsafe, regional Ministry of Education/Special response teams etc.</li> </ul>	 <i>[tick one]</i>	 <i>[tick one]</i>	 <i>[tick one]</i>










<b>Kaitiakitanga Stewardship</b>  <i>Mātāpono — Key Principle:</i> <i>Wairuatanga— Care for wellbeing</i>	1	Our Board(s) actively considers statutory requirements in relation to our use of digital technology.	<p><b>Foundation examples</b></p> <p>Our Board</p> <ul style="list-style-type: none"> <li>Is aware of relevant legislation (<a href="#">NAG 5 responsibilities</a>; <a href="#">Harmful Digital Communications Act 2015 and Schools</a>; <a href="#">Health and Safety Systems for Schools</a>).</li> <li>Recognises it has a responsibility to maintain safe and effective learning environments.</li> <li>Has well-defined processes and procedures for dealing with and reviewing digital safety incidents</li> <li>Has a compliance checklist against the key legislation and asks ‘how well are we doing/how do we know?’</li> <li>Supports rigorous and effective school online safety practices, and reviews how this is done.</li> <li>Has a process in place for the Principal to report to the Board on how well the school promotes safe, effective use of digital technology, as well as reviewing incident trends and patterns.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Member(s) of the Board have dedicated interest areas in digital citizenship and online safety, as part of anti-bullying approaches, and advocate for initiatives that align to the school mission and values.</li> <li>Our Board draws actively on Education Review Office guidance e.g. ‘Wellbeing for Success’.</li> </ul>			
	2	Our Board(s) ensures digital technology is used in ways that consistently reflect our vision and values	<p><b>Foundation examples</b></p> <p>Our Board:</p> <ul style="list-style-type: none"> <li>Has the opportunity to develop their understandings of digital citizenship and online safety, and the importance of these for all students and staff.</li> <li>Ensures our mission, vision, and values promote student and staff wellbeing, responsibility, and competencies when using digital technology.</li> <li>Ensures school goals, plans and strategies include a focus on student and staff wellbeing, and digital citizenship.</li> <li>Reviews digital technology policies and incident information at least annually to identify trends, opportunities and current challenges.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Our Board actively pursues new information and knowledge about digital citizenship practices and approaches.</li> </ul>			
	3	Our Board(s) ensures equitable access to digital technology and learning opportunities for our students.	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>Our Board reviews and supports plans to purchase/provide digital technologies for all students.</li> <li>We have a deliberate focus on students who may be underserved or vulnerable — and connect with their whānau.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Our Board takes an active interest in inclusive uses/provision of digital technology, and digital citizenship, with a focus on those less well served.</li> <li>The Board actively seeks and engages students’ views on digital citizenship and online safety.</li> </ul>			

<b>Hautūtanga Leadership</b>  <i>Mātāpono — Key Principle:</i>  <i>Manaakitanga — Care for others</i>	1	We have clear expectations for the use of digital technology so we can maintain a supportive and effective learning environment.	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We have policies and guidelines related to the use of digital technology in place (e.g. <a href="#">Netsafe Policy and Use Agreements templates</a>)</li> <li>Our policies/guidelines are actively promoted and shared across the school community.</li> <li>Our expectations align to values and vision for our curriculum and community e.g. <a href="#">explore school stories about digital citizenship on Enabling e-Learning</a> (primary/secondary)</li> <li>The <a href="#">Education Council Code of Professional Responsibility</a> (draft) is understood by all staff in relation to the use of digital technology.</li> <li>We manage and monitor our use of online spaces effectively e.g. <a href="#">Managing social media</a> for your school.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Our staff, students and community co- create and implement policies, procedures and guidelines.</li> <li>Our disciplinary procedures are part of a more comprehensive response such as promoting positive behaviours.</li> <li>Digital incidents are addressed as part of a broader strategy to address bullying and wellbeing.</li> </ul>	✓ [tick one]	✓ [tick one]	✓ [tick one]
	2	We recognise and respond to our staff's digital technology needs.	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We deliberately ask about what staff need in terms of digital literacy skills, digital citizenship and online safety (e.g. survey, discussion - e.g. <a href="#">Planning for success: Taking your staff with you</a>).</li> <li>We've identified our staff who can support and develop the e-capabilities of other staff members.</li> <li>We identify and address barriers to staff use of digital technology.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>We have a dedicated, needs-based professional learning programme in place to support digital citizenship development</li> <li>Our staff can access professional learning within and beyond school (e.g. <a href="#">Digital Fluency PLD</a> (Ministry), <a href="#">Netsafe services to schools</a>, <a href="#">Connected Learning Advisory</a>—Te Ara Whītikī).</li> <li>There is deliberate discussion and attention to staff wellbeing in relation to digital technology.</li> </ul>	✓ [tick one]	✓ [tick one]	✓ [tick one]
	3	We maintain appropriate infrastructure and systems to promote positive and safe use of digital technology.	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>Our resourcing and security plan is reviewed across the year to ensure we have appropriate supports in place. For example: Filtering and firewall (e.g. N4L managed network); Password management and where possible, including two-factor authentication (2FA); Data is backed-up (e.g. data stored in the cloud); On-going management and review of the management of platforms in use by students for learning (e.g. Google Suite, Office 365); Human resources and I.T support; Management / oversight of both school-owned and privately-owned devices on the school network.</li> <li>We have clear privacy guidelines on the use of digital information, images and content.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>We plan our approaches in the understanding that online/offline, home/school are converging as devices become ubiquitous.</li> <li>Decisions about infrastructure start with student information and identified learning needs</li> <li>We regularly connect to relevant information from external organisations (e.g. Netsafe, <a href="#">Enabling e-Learning</a>, N4L, and the <a href="#">Connected Learning Advisory</a>—Te Ara Whītikī) related to the safe and secure use of digital technology.</li> </ul>	✓ [tick one]	✓ [tick one]	✓ [tick one]

	<p>4 Our digital citizenship and incident response policies and procedures follow effective guidance.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>• We nominate staff members to lead digital citizenship and online safety initiatives (this might connect to a bullying prevention team).</li> <li>• We draw on resources to guide process (e.g. the <a href="#">Bullying Assessment Matrix.</a>).</li> <li>• We have lead staff who are familiar with national guidelines, and the information is accessed and implemented. For example: <ul style="list-style-type: none"> <li>• <a href="#">Digital Technologies: Safe and responsible use in schools</a></li> <li>• <a href="#">Investigating and responding to digital incidents (Netsafe)</a></li> <li>• <a href="#">Bullying Prevention and Response: A Guide for Schools</a> and <a href="#">BullyingFreeNZ</a></li> <li>• <a href="#">Privacy and schools</a></li> <li>• <a href="#">Surrender and retention of property and searches – guidelines:</a></li> <li>• <a href="#">Harmful Digital Communications Act in Schools</a></li> <li>• <a href="#">e-Learning Planning Frameworks</a> (English and Māori-medium)</li> <li>• <a href="#">Quick Media Guide</a> — dealing with media</li> <li>• <a href="#">Inside Out</a> Resources</li> <li>• <a href="#">Sexuality Education in the NZ Curriculum</a> (Guide)</li> </ul> </li> <li>• We have documented procedures to manage digital-related issues when they occur, as part of broader incident response.</li> <li>• We record all online incidents on a register and deal with them a timely and consistent manner (e.g. <a href="#">Investigating and responding to digital incidents</a>).</li> <li>• Our students understand how issues are dealt with, that they will be supported and that usual school processes apply.</li> <li>• We understand there is a relationship between wellbeing and learning.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>• We can identify where wellbeing, positive behaviour and learning are promoted through the curriculum.</li> <li>• Our nominated staff analyse incident data to look for patterns of strength/improvement.</li> <li>• Our staff are up to date with the most effective ways to address digital citizenship/online safety with young people.</li> </ul>	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]
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<b>Marau Curriculum</b>  <i>Mātāpono — Key Principle:</i> <i>Ako—Learning</i>	2	<p>We develop digital citizenship skills, knowledge and values across the curriculum.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>• Our student graduate profile acknowledges the importance of digital citizenship.</li> <li>• We align our digital citizenship skills and capabilities to broader initiatives that promote the key competencies, school vision and values e.g. <a href="#">explore school stories about digital citizenship on Enabling e-Learning</a> (primary/secondary)</li> <li>• We talk to students regularly to understand their needs, prior experience and knowledge of digital technology.</li> <li>• We have identified key areas in the curriculum where deliberate support is needed so that all students can access learning through digital technology safely and effectively.</li> <li>• We have mapped digital skills, capabilities and online contexts across curriculum programmes wherever technology is used for learning e.g. See <a href="#">Netsafe resource and curriculum advice</a></li> <li>• Our digital citizenship-related activities are on-going, age-appropriate and authentic.</li> <li>• Our staff access and use digital citizenship resources available online (e.g. <a href="#">Netsafe education resource pages</a>).</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>• Students’ needs and experiences drive the digital citizenship programme.</li> <li>• Digital citizenship and wellbeing are embedded within our curriculum and are increasingly aligned to the Key Competencies and values.</li> <li>• Students and teachers alike take advantage of ‘teachable moments’ in the curriculum related to digital challenges and current issues.</li> <li>• Students and teachers share the responsibility for promoting digital citizenship positively.</li> <li>• We demonstrate integrity and respect in how we use the internet and digital devices. This includes knowledge of e.g. intellectual property rights, appropriate use of social media e.g. <a href="#">Copyright in the Classroom</a></li> </ul>	 <i>[tick one]</i>	 <i>[tick one]</i>	 <i>[tick one]</i>
	3	<p>Our students learn how to use digital technology through inclusive and collaborative approaches.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>• We are beginning to develop digital citizenship activities <i>with</i> our students.</li> <li>• Our students have regular opportunities to talk about and shape their online experiences together.</li> <li>• Activities model effective learning practices e.g. <a href="#">Effective Pedagogy, New Zealand Curriculum</a> and <a href="#">Key Competencies and Effective Pedagogy</a> in digital contexts.</li> <li>• Our digital citizenship lessons/activities: <ul style="list-style-type: none"> <li>○ Start with our students’ current skills, experiences and knowledge</li> <li>○ Invite collaboration and working in different ways to share ideas</li> <li>○ Offer authentic learning opportunities to apply competencies as they develop.</li> </ul> </li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>• Digital technology learning is designed in ways that remove barriers to learning.</li> <li>• Our students share their learning with community in local, national, and global contexts (e.g. VIDEO: <a href="#">e-Competencies in Action: KidsCan Film Festival</a>).</li> <li>• Our activities involve others’ expertise and perspectives.</li> <li>• Our students use an inquiry-based model to explore what they need to learn in relation to skills, knowledge, and values in digital citizenship and online safety.</li> </ul>	 <i>[tick one]</i>	 <i>[tick one]</i>	 <i>[tick one]</i>



<p><b>Te tū māia</b></p> <p><b>Professional confidence</b></p> <p><i>Mātāpono — Key Principles:</i></p> <p><i>Ako, Wairuatanga — Learning and wellbeing</i></p>	1	<p>We engage in professional learning so we can model digital citizenship confidently.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We have a dedicated programme for professional learning related to the use of digital technology each year.</li> <li>We provide support for staff wellbeing in the use of digital technology, including when incidents occur</li> <li>Our nominated staff lead and support their peers.</li> <li>We draw on external support/facilitation as required</li> <li>We are familiar with the <a href="#">Code of Professional Responsibility</a> from the Education Council (in draft as at May 2017) and have discussed what this looks like in online/digital contexts together, using e.g. <a href="#">Teachers and Social Media</a></li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Our staff engage in self-review/reflection and have identified their digital technology development needs based on identified students' needs.</li> <li>Our staff collaborate with others in/beyond school and use online professional learning forums</li> <li>We have established cluster / community wide professional learning with other schools.</li> <li>Our staff model powerful digital technology-related practice and provide support for others.</li> </ul>	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]
	2	<p>We know how to integrate digital citizenship into effective learning programmes.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We understand what digital citizenship is and how it relates to our vision, curriculum and graduate profile e.g. <a href="#">Digital Citizenship modules on Enabling e-Learning</a> and '<a href="#">From literacy to fluency to citizenship: Digital Citizenship in Education</a>' (Netsafe).</li> <li>Digital citizenship is seen as an enabling approach that removes barriers to learning and promotes wellbeing.</li> <li>We can identify purposes for using digital technology, and opportunities to explore online safety in the context of learning e.g. <a href="#">explore school stories about digital citizenship on Enabling e-Learning</a> (primary/secondary)</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Students and staff work in partnership to co-create opportunities for learning about positive uses of technology as part of the learning programme and in the wider community.</li> <li>Our students' digital awareness, wellbeing and safety is regularly monitored and reviewed by staff and students informally and formally (e.g. using the <a href="#">Wellbeing@Schools framework</a>, in-class conversations).</li> </ul>	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]
	3	<p>We know how to identify and take steps to minimise potential online risks to our students and respond appropriately to incidents.</p>	<p><b>Foundation examples</b></p> <p>We have a robust and consistent process for identifying and addressing issues related to the online safety e.g.</p> <ul style="list-style-type: none"> <li>We identify possible issues/risks related to students' use of digital technology.</li> <li>We are aware of students who may need specific support/advice and respond accordingly.</li> <li>Nominated staff support issues related to online safety/wellbeing</li> <li>Prompt identification of issue / incident and referral to a lead team member</li> <li>Removal of immediate risk to the student and the school/kura</li> <li>Clear, on-going communication with students, their parents / whānau and external agencies as required.</li> <li>On-going monitoring and support as required</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>We regularly review of the impact of interventions or support for students and their parents/whānau.</li> <li>We identify where patterns of response to incidents might be addressed proactively.</li> <li>Students and staff engage in regular conversation and activity designed to promote a community approach to positive behaviours online.</li> </ul>	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]	 <input type="checkbox"/> [tick one]

<p><b>Te aromātai Inquiry and review</b></p> <p><i>Mātāpono / Principle:</i></p> <p><i>Kotahitanga—Collective action</i></p>	1	<p>We draw on a range of source to review how well we are developing digital citizenship.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We have an annual cycle of ongoing review and evaluation of digital citizenship initiatives and enterprises (e.g. Using <a href="#">the Netsafe - The Kit for Schools</a>.) We ask: <ul style="list-style-type: none"> <li>How are we doing? How do we know?</li> <li>What evidence do we have? What data is missing? Could we gather data more proactively?</li> <li>Do we need to do something different? Why?</li> <li>What do we want to keep doing? Stop doing? Why?</li> <li>Are we getting the outcomes we wanted? How do we know?</li> </ul> </li> <li>We identify key sources of information to help us review digital citizenship across the school (e.g. surveys, observation, focus groups, incident records, Wellbeing@School survey etc.)</li> <li>We have a dedicated action plan for addressing wellbeing, bullying and safety (e.g. <a href="#">Taking action (BullyingFree)</a>).</li> <li>Evaluation feeds directly into our forward planning, development and implementation of next initiatives.</li> <li>We report progress and next steps to the lead team, Board and community at least annually.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Students are actively engaged in the review process.</li> <li>We use tools that ensure student and community views are accurately reflected.</li> <li>We review the use and selection of tools with students and community.</li> <li>We draw on external agencies/groups to support our review processes.</li> <li>We involve other schools, taking a cluster/community-wide approach to review and planning.</li> <li>We have a deliberate focus on finding out what is happening for students who may be underserved or vulnerable.</li> </ul>	✓	✓	✓
	2	<p>We review our incident response procedures regularly, including after an incident has occurred.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We ensure all school documentation, policies and procedures reflects current effective practice and guidance from external agencies</li> <li>We refine our responses to digital-related incidents as required.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>Our review and feedback includes students and community's views.</li> <li>We identify where patterns of response to incidents might be addressed proactively through learning / whole school initiatives with students.</li> </ul>	✓	✓	✓
	3	<p>We engage with our community to understand how our students' experience digital technology.</p>	<p><b>Foundation examples</b></p> <ul style="list-style-type: none"> <li>We survey / engage our community to talk about how students' and their whānau experience digital technology.</li> <li>We provide regular opportunities for our students, parents, whānau and community to understand what initiatives are happening in relation to how digital technology is used by our students.</li> </ul> <p><b>Extension examples</b></p> <ul style="list-style-type: none"> <li>We deliberately gather information about online needs and experiences from across our community.</li> <li>We work with our students and community to design inclusive ways to engage and understand experiences.</li> <li>Our community's feedback is central to our review processes.</li> </ul>	✓	✓	✓