



## School Context

*North Ainslie Primary School is an ACT government school which works within the parameters of the ACT ETD policy framework. It is situated in an inner northern suburb of Canberra. North Ainslie is a culturally and linguistically diverse school, which provides education for approximately five hundred and fifty students. North Ainslie is particularly unique because it is home, not only to a mainstream primary school (P-6), but also to an Introductory English Centre for migrant and refugee children (IEC), and to a learning support unit for students with autism (LSU). The main site at North Ainslie operates two fifteen hour preschool sessions. An additional preschool campus is located in the neighbouring suburb of Hackett, also offering two preschool sessions. The school also provides mainstream integration for a number of children with learning disabilities. Our school community is one which covers a broad socio-economic base.*

*North Ainslie offers the International Baccalaureate Primary Years Program from preschool to year six.*

## Purpose

To ensure compliance with Australian media classification guidelines and ensure sound academic, social and emotional learning outcomes for all students. To respect parents and guardians rights to determine the access their child has to literature, film or computer games.

## Rationale

The International Baccalaureate aims to develop young people who are inquiring, knowledgeable, open-minded, balanced, thinking and caring, who help to create a better and more peaceful world through intercultural understanding and respect. Our goal is to maintain a safe, supportive learning environment in which children can grow and learn.

Research shows that exposure of young people to frequent and/or high levels of inappropriate content can negatively impact their emotional and social development. However literature and other media content can greatly enhance learning when connected purposefully to curriculum and learning experiences. There is a need for children to be brought into contact with quality literature and film. By reading, listening and viewing, children's imaginations are developed. They can explore ideas and feelings that they may be unable to experience firsthand, and they are made aware how ideas and images are created by language.

Literature and film play multiple roles in the classroom. They help students to learn language and explore the content areas of social sciences, science, health, mathematics and the arts. They are an important pathway to knowing and understanding the world around us and developing an awareness of society and culture.

## Implementation Guidelines

Various films, computer games and publications may be held in schools as part of their educational resources for students, and used by teachers to enhance curriculum delivery.

## Teachers will commit to the following.

Material to be read, viewed or played by students will be selected for one or more of the following educational purposes:

- enjoyment of shared (class or small group) or individual reading
- exposure to content that is considered of high literary value
- media literacy, including critical analysis
- connection to the current unit of inquiry e.g. building understanding of a concept, addressing a line of inquiry or answering a teacher/student question; and/or
- reinforcement of classroom learning e.g. maths or language skills.

Film and computer game material will be used with consideration of health recommendations regarding appropriate levels of screen time (which should not exceed two hours per day). Material will also be selected with consideration of its classification.

Written permission will be sought from parents and/or guardians for their child to read, view or listen to material classified as PG or M. Material classified as M+ or R18+ will not be read, listened to or viewed by students in class or on school arranged excursions.

Where the classification is not available, or the material is exempt from classification, teachers will ensure that they have a sound understanding of the content and its possible impact, prior to use in any learning experience. In instances where the teacher deems the content classifiable as M+ or R18+ , because of high impact, the material will not be used.

Parental/guardian permission to read, listen to or view M rated material will only be requested for students in years 5 and 6 where the educational value is deemed to be high and the risk of possible negative impact low.

Where written permission is sought by the teacher, the parents and/or guardians will be provided with clear information including all of the following:

- the educational purpose of viewing, listening to or reading the material
- the manner in which the material will be presented by the teacher
- the manner in which any impact will be addressed by the teacher
- the classification of the material intended for classroom use
- consumer advice which gives an indication of the classifiable elements of the material; and
- the content with the highest impact (violence, sex, language, drug use and/or nudity).

### **INFORMATION FOR TEACHERS, PARENTS AND STUDENTS**

**Reference:** Australian Government Classification Board, *Australian Classification* (2011-2012)

Teachers will use the following summary of the various classification categories for films, computer games and publications to choose content that is appropriate for their students.

### **What is suitable for students to see, play and read at school?**

The classification markings (indicating the classification category of the material) and consumer advice should be used to assist teachers in determining what material is suitable for their students.

### *Films and Computer Games*

Educational films and computer games that are exempt under the *Classification (Publications, Films and Computer Games) Act 1995* may be suitable for students to see and play at school.

The G classification is suitable for everyone.

The impact of PG classified (parental guidance) films and computer games should be no higher than mild, but they may contain content that students find confusing or upsetting. PG classified material is not recommended for viewing or playing by persons under 15 without guidance from guardians.

Films and computer games classified M (Mature) contain content of a moderate impact and are recommended for teenagers aged 15 years and over. School students under 15 may legally access this material because it is an advisory category. However, M classified films and computer games may include content that may be unsuitable for persons under 15.

MA 15+ classified material contains strong content and is legally restricted to persons 15 years and over. Anyone under the age of 15 may not legally buy or hire MA 15+ classified material unless they are in the company of a parent or adult guardian. The content in MA 15+ films and computer games is strong.

R 18+ films are restricted to persons aged 18 years and over.

### *Publications*

Most publications, such as magazines, do not need to be classified and may be legally bought and read by school students inside and outside of school. Only 'submittable publications', that is publications which may be refused classification or restricted to adults, require classification. All classified publications will carry a label indicating the classification of the publication. However, the type of content in publications is broad. As such, it may be useful for schools and libraries to find out more about the publication's content to determine if the material is suitable for their students to read at school.

Some 'unrestricted' classified publications may contain content that is not recommended for children under 15. These publications will carry a classification label that reads 'Unrestricted M (Mature)'.

### **CLASSIFICATIONS AND CONSUMER ADVICE**

Generally films and computer games are required to be classified before they can be sold, hired, exhibited or demonstrated. You can check the classification of a film or computer game on the national classification database via [www.classification.gov.au](http://www.classification.gov.au).

Classification markings displayed on films and computer games include the classification and the consumer advice. The consumer advice gives an indication of the content with the highest impact. The classifiable elements are: themes, violence, sex, language, drug use and nudity.

For films and computer games classified after June 2012, the classification database includes a matrix that shows the classifiable elements which the film or computer game contains and their impact level.




### **FILMS AND COMPUTER GAMES EXEMPT FROM CLASSIFICATION**

Some films and computer games are exempt from classification if they are mild in content (would be G or PG if classified) and fall within certain categories. Some of the categories include:


<b>Educational</b>	A film or software whose main purpose is for training instruction or reference, as a manual, a lesson an encyclopaedia or a guide
<b>Current affairs</b>	A film wholly comprising news reports or information about, or analysis of current issues or events of public interest or importance
<b>Scientific</b>	A film or software for use pursuant to a branch of knowledge conducted on objective principles involving the systemised observation of, and experiment with phenomena.

<b>Sporting</b>	A film wholly comprising a documentary record of a sporting event.
<b>Musical</b>	A film wholly comprising a musical presentation
<b>Religious</b>	A film wholly comprising a documentary record of a religious event or activity
<b>Community/ cultural</b>	A film wholly comprising a documentary record of a community or cultural activity or event

## CLASSIFICATION CATEGORIES

ADVISORY CLASSIFICATIONS	G, PG and M
 <p>General</p>	<p>The content is <b>very mild</b> in impact.</p> <p>G films and computer games are for general viewing.</p>
 <p>Parental guidance recommended</p>	<p>The content is <b>mild</b> in impact.</p> <p>PG films and computer games contain material that a parent or carer might need to explain to younger children.</p>
 <p>Recommended for mature audiences</p>	<p>The content is <b>moderate</b> in impact.</p> <p>M films and computer games are not recommended for people aged under 15.</p>

Publications classified Category 1—Restricted and Category 2—Restricted can only be sold to persons aged 18 years and over.

AGE RESTRICTED CLASSIFICATIONS	MA 15+ and R 18+
 <p>Not suitable for people under 15. Under 15s must be accompanied by a parent or adult guardian</p>	<p>The content is <b>strong</b> in impact.</p> <p>People under 15 must be accompanied by a parent or adult guardian to hire or buy these films or games or to see these films in a cinema*. These games cannot be demonstrated in a public place.</p> <p>A guardian is a person who is exercising “parental control” over the person under 15 years of age. The guardian must be 18 years or over.</p>



Restricted to 18 and over

The content is **high** in impact.

People under 18 are not permitted to buy or hire these films or games or to see these films in a cinema. These games cannot be demonstrated in a public place.

	None	Very mild impact	Mild impact	Moderate impact	Strong impact	High impact
Themes			✓			
Violence			✓			
Language				✓		
Drug Use			✓			
Nudity	✓					
Sex				✓		

Example of matrix showing the classifiable elements which the film or computer game contains and the impact level.

**MORE INFORMATION**

For more information about the National Classification Scheme or to check the classification of a film or computer game visit [www.classification.gov.au](http://www.classification.gov.au) or contact (02) 9289 7100 or [cls@classification.gov.au](mailto:cls@classification.gov.au)

**OTHER IMPORTANT HEALTH INFORMATION**

**Reference:** Australian Government Department of Health, *Australia’s Physical Activity & Sedentary Behaviour Guidelines for Children (5-12 years)* (2014)

To reduce health risks, children aged 5-12 years should minimise the time they spend being sedentary every day. To achieve this, the use of electronic media for entertainment should be limited (e.g. television, seated electronic games and computer use) to no more than two hours a day – lower levels are associated with reduced health risks.

June 1<sup>st</sup>, 2014

## **Appendix**

*Media permission letter to parents*

## **References**

Australian Government Classification Board, *Australian Classification* (2011-2012)

Australian Government Department of Health, *Australia's Physical Activity & Sedentary Behaviour Guidelines for Children (5-12 years)* (2014)

Canadian Paediatric Society, *Impact of media use on children and youth* (2003)

International Baccalaureate Organisation, *Making the PYP Happen* (2009)

Short, K., *Literature as a Way of Knowing* (1997)

**Dear Parent/Guardian,**

Literature and other media content can greatly enhance learning when connected purposefully to curriculum and learning experiences. By reading, listening and viewing, children’s imaginations are developed. They can explore ideas and feelings that they may be unable to experience firsthand, and they are made aware how ideas and images are created by language.

Literature and film play multiple roles in the classroom. They help students to learn language and explore the content areas of different subjects. They are an important pathway to knowing and understanding the world around us and developing an awareness of society and culture. Various films, computer games and publications are held in schools as part of their educational resources for students, and are used by teachers to enhance curriculum delivery.

Material to be read, viewed or played by students is selected for one or more of the following educational purposes:

- enjoyment of shared (class or small group) or individual reading
- exposure to content that is considered of high literary value
- media literacy, including critical analysis
- connection to the current unit of inquiry e.g. building understanding of a concept, addressing a line of inquiry or answering a teacher/student question; and/or
- reinforcement of classroom learning e.g. maths or language skills

Teachers consider the educational value of materials for classroom use alongside appropriate Australian Government classifications and appropriateness of content for their students.

The following **movie/text/computer game** will be used in class for educational purposes this term.

Title:

Content summary:

Classification:

Other consumer advice:

	None	Very mild impact	Mild impact	Moderate impact	Strong impact	High impact
Themes	✓					
Violence						
Language						
Drug use						
Nudity						
Sex						

Educational purpose:

Other details (how the material will be presented, how key issues will be addressed):

Please fill out the attached slip to indicate whether you give consent for your child to read/view/play this material at school.

\_\_\_\_\_ ✂

I give/do not give consent for my child \_\_\_\_\_ of class \_\_\_\_\_ to read/listen to/view/play (delete those not needed) name of text/movie/game for educational purposes.

I understand that this text/movie/game is rated as \_\_\_\_\_ and that the class teacher is responsible for presenting the material and addressing any key issues in a way that is sensitive to individual student needs.

Signed \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_