

St. Marys High School

Digital Learning Plan

62380M

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# Introduction

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to meet the targets.

## School Details

In 1775 the Venerable Nano Nagle founded The Sisters of the Presentation of the Blessed Virgin Mary (P.B.V.M), a religious institute of catholic women in Cork, Ireland. Many schools around the world were founded by The Presentation Sisters as a result of their mission to help the poor and needy with a focus on the education of young girls. St. Mary’s High School opened in 1902 and has undergone many changes over the years both physically and organisationally. Most recently, in 2007, the school became part of a trust body, the Catholic Education An Irish Schools Trust (CEIST), along with four other catholic religious congregations, but still operates in the tradition of the founding congregation the Presentation Sisters.

CEIST unified the five congregations under the one vision and mission. ‘A compassionate and just society inspired by the life and teachings of Jesus Christ’ and ‘To provide a holistic education in the Catholic Tradition’ (CEIST, 2019) respectively. The core values of CEIST and thus our school are set out below:

* Promoting Spiritual and Human Development
* Achieving Quality in Teaching and Learning
* Showing Respect for Every Person
* Creating Community
* Being Just and Responsible

## Our Digital Technologies Vision

St. Marys High School seeks to enhance Teaching, Learning and Assessment under the four themes outline in National Digital Strategy.

* Teaching, Learning and Assessment Using ICT
* Teacher Professional Learning
* Leadership, Research and Policy
* ICT Infrastructure

Therefore, we strive to a line ourselves with the domains and statements of highly effective practise detailed in the National Digital Learning Framework. We aim to ensure all teachers are equipped with the knowledge, skills and confidence to integrate ICT into their practise. School management and key distributed leaders will provide leadership and take ownership of this challenge so that the whole school community achieves digital competencies. Finally, we aim to improve and maintain or ICT equipment and infrastructure with the assistance of the Department of Education and Science.

## Our Schools Digital Technologies Snapshot

Following is a list of current digital technologies hardware and software present in the school.

### Hardware:

* School has high speed broadband
* All rooms have at least one ethernet port and an almost complete managed access point network for WIFI devices.
* All teaching/resource rooms have a fixed computer either desktop or laptop
* All teaching rooms have a projector with wired connection available only
* The school has two computer labs with approximately 22 computers each
* One photo copier and a number of printers throughout the school
* Our staff rooms have a total of four computers

### Software:

* VSware is the school's management information system
* All parents have access to VSware and can be used to communicate via text with parents
* All staff and students have access to individual Microsoft Office 365 account and therefore have access to a complete internal productivity and collaboration suite
* The school has a website hosted by Weebly that integrates with the School Apps news feed and calendar
* The school has a school app provided by Uniquepublisher and twitter account for communication and student support

# Our Digital Learning Framework Focus

We undertook a digital learning evaluation in our school during the period of November to April 2019. We evaluated our progress using the following pieces of evidence:

* Office 365 and Teams Analytics
* Staff Survey
* Student Survey
* Feedback from focus group during in house CPD
* Stakeholder testimony

## The dimensions and domains from the Digital Learning Framework being selected:

|  |  |
| --- | --- |
| Teaching & Learning Dimension | Leadership & Management Dimension |
|  | |
| Domain: Learner Outcomes | Domain: Leading Learning & Teaching |
| Domain: Learner Experience | Domain: Managing an Organisation |
| Domain: Teachers Individual Practise | Domain: Leading School Development |
| Domain: Teachers Collective/Collaborative Practise | Domain: Developing Leadership Capacity |

## The digital learning statements of practice selected:

|  |  |
| --- | --- |
| Standard (Teaching & Learning Dimension) | Statement of highly effective practise |
| Domain: Learner Outcomes  Students enjoy their learning, are motivated to learn and expect to achieve as learners | Students use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products. |
| Domain: Learner Experience  Students grow as learners through respectful interactions and experiences that are challenging and supportive | Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation. |
| Domain: Teachers Individual Practise  The teacher selects and uses planning, preparation and assessment practices that progress students’ learning  The teacher selects and uses teaching approaches appropriate to the learning objective and to students’ learning needs | Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.  Teachers embed digital technologies to develop, monitor and evaluate students’ literacy and numeracy development on an ongoing basis. |
| Domain: Teachers Collective/Collaborative Practise  Teachers value and engage in professional development and professional collaboration  Teachers collectively develop and implement consistent and dependable formative and summative assessment practices | Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.  Teachers collectively develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on student learning to improve data management and inform whole school formative and summative assessment practices.  Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole-school level. |

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| --- | --- |
| Standard (Leadership & Management Dimension) | Statement of highly effective practise |
| Domain: Leading Learning & Teaching  Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment | The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment. |
| Domain: Managing an Organisation  Foster a commitment to inclusion, equality of opportunity and the holistic development of each student | The school understands the risk of exacerbating inequalities experienced by disadvantaged students and takes steps to ensure that special measures are in place to provide for the needs of these students. |
| Domain: Leading School Development  Communicate the guiding vision for the school and lead its realisation | The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies. |
| Domain: Developing Leadership Capacity  Empower staff to take on and carry out leadership roles | They identify and support opportunities for staff to share innovative practices and engage in research that actively impacts on the use of digital technologies for learning, teaching and assessment. |

The findings

This is a summary of our findings

A summary of strengths

* Our school has an adequate hardware infrastructure with plans for further improvement.
* A Digital Strategy Co-ordinator is present.
* A Digital Strategy Team is present.
* All staff are proficient with Vsware.
* All staff are proficient with email via Office 365.
* There is collaboration between the SSE and Digital Strategy teams.
* There is evidence to support a strong collaboration and communication ethos within the school.
* There is survey and CPD attendance records as evidence to support a growth mindset amongst all school stakeholders with regards the integration of new digital strategies.
* 365 analytics reports evidence of initial growth in departmental collaboration via MS Teams.
* 365 analytics reports evidence of initial growth in classroom collaboration via MS Teams.
* 365 analytics reports evidence of initial growth in student collaboration via MS Teams.
* A whole school collaboration MS Team exists and is active.
* There is evidence of teachers and students producing pieces of work via digital technologies.
* In house CPD with regards digital technologies is already taking place and well attended.
* The SSE team are promoting the use of digital technology teaching strategies in the classroom. (Kahoot, Minti, etc)
* Senior management actively promote digital technologies.
* Assistive technologies are being utilised within the SEN Department.

A summary of areas requiring improvement.

* More active use of digital technologies in the classroom to enhance learning and improve student engagement.
* Further embed the use of technologies as a means for collaboration amongst all stakeholders.
* Improve staff’s individual digital confidence with regards record keeping and planning.
* Policies with regards areas of Digital Usage.
* Devices for staff.
* Further GDPR compliance with regards digital technologies.
* Investigate any areas for potential inequity with regards digital learning.

# Our Digital Learning Plan

On the next page we have recorded:

* The ***targets*** for improvement we have set
* The ***actions*** we will implement to achieve these
* ***Who is responsible*** for implementing, monitoring and reviewing our improvement plan
* How we will measure ***progress*** and check ***outcomes*** (criteria for success)

As we implement our improvement plan we will record:

* The ***progress*** made, and ***adjustments*** made
* ***Achievement of targets*** (original and modified)

Digital Learning Action Plan

Below is our action plan divided up into the Teaching and Learning Dimension and the Leadership and Management Dimension.

### Teaching and Learning Dimension Plan

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| --- | --- | --- | --- | --- |
| Domain 1 & 2: Learner Outcomes & Learner Experiences | | | | |
| |  |  | | --- | --- | | Standard | Statement of highly effective practise | | Domain: Learner Outcomes  Students enjoy their learning, are motivated to learn and expect to achieve as learners | Students use digital technologies to collect evidence, record progress, evaluate and reflect, and to create new solutions and/or products. | | Domain: Learner Experience  Students grow as learners through respectful interactions and experiences that are challenging and supportive | Students use digital technologies to respectfully communicate, collaborate, and co-create knowledge through active engagement in appropriate public discourse and civic participation. |   Targets: | | | | |
| Actions(What needs to be done? | Timeframe  (When is it to be done by?) | Persons/Groups  Responsible  (Who is to do it?) | Criteria For Success  (What are the desired outcomes?) | Resources  (What resources are needed?) |
| * Junior Cycle and Transition Year Students keep a digital portfolio which will complement existing TY Portfolio and JC OAL i.e. Class Notebook * Junior Cycle students will use digital technologies to support CBA’s where possible i.e. Class Notebook * Students will regular use Office 365/Teams to collaborate and communicate with peers and teachers in a respectful manner. | During the School Year 2020/2021 | * All Staff * Students * Parents * Digital Strategy Team * Digital Coordinator | Students deliver CBA’s, OAL, E-Portfolios via or supported by digital technologies.  Evidence of relevant work that meet the above criteria. | * Office Accounts * Training * Digital Technology Access (See BYOD, Portable Lab, Teacher Devices) |
| Evaluation Procedures:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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| --- | --- | --- | --- | --- |
| Domain 3 & 4:Teachers Individual Practise & Collective/Collaborative Practise | | | | |
| |  |  | | --- | --- | | Standard (Teaching & Learning) | Statement of highly effective practise | | Domain: Teachers Individual Practise  The teacher selects and uses planning, preparation and assessment practices that progress students’ learning  The teacher selects and uses teaching approaches appropriate to the learning objective and to students’ learning needs | Teachers use appropriate digital technologies to help students design projects and activities that engage them in collaborative problem solving, research, and/or artistic creation.  Teachers embed digital technologies to develop, monitor and evaluate students’ literacy and numeracy development on an ongoing basis. | | Domain: Teachers Collective/Collaborative Practise  Teachers value and engage in professional development and professional collaboration  Teachers collectively develop and implement consistent and dependable formative and summative assessment practices | Teachers engage in professional development, lead and support colleagues in selecting and aligning digital technologies with effective teaching strategies to expand learning opportunities for all students.  Teachers collectively develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on student learning to improve data management and inform whole school formative and summative assessment practices.  Teachers collectively use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices which are implemented at a whole-school level. |   Targets: | | | | |
| Actions(What needs to be done? | Timeframe  (When is it to be done by?) | Persons/Groups  Responsible  (Who is to do it?) | Criteria For Success  (What are the desired outcomes?) | Resources  (What resources are needed?) |
| * Staff use Office 365 and/or MS Teams at a department level to support each other and collaborate on planning and student progress. * Staff use digital technologies as a means to record student data and highlight student progress. i.e. Excel Spreadsheet for result keeping. * Staff engage with digital technologies to assist students creatively and collaboratively in their work (CBA, OAL, Project work via endnote, forms or shared documents for example) | During the School Year 2020/2021 | * Teachers * Digital Strategy Team * Digital Coordinator | * All departments have a MS Team. * Teachers by in large use MS Excel securely to record results and data mine for student progress. * Teachers support student work via digital technologies where possible. | * Office 365 Accounts * Training * Access to school monitored and protected personal computer device (See L&M Dimension Plan) |
| Evaluation Procedures:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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### Leadership and Management Dimension Plan

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| Domain 1 & 2: Leading Learning and Teaching & Managing an Organisation | | | | |
| |  |  | | --- | --- | | Standard | Statement of highly effective practise | | Domain: Leading Learning & Teaching  Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment | The principal and other leaders in the school lead the development of effective policies and practices to support innovation and creativity and embed digital technologies in all aspects of learning, teaching, and assessment. | | Domain: Managing an Organisation  Foster a commitment to inclusion, equality of opportunity and the holistic development of each student | The school understands the risk of exacerbating inequalities experienced by disadvantaged students and takes steps to ensure that special measures are in place to provide for the needs of these students. |   Targets: | | | | |
| Actions(What needs to be done? | Timeframe  (When is it to be done by?) | Persons/Groups  Responsible  (Who is to do it?) | Criteria For Success  (What are the desired outcomes?) | Resources  (What resources are needed?) |
| * Design new and revisit existing policies that pertain to the use of digital technologies and data protection in the school. * Investigate a potential policy that would support a BYOD friendly school and portable lab. * Investigate and implement a system where by all students have equal access to digital technologies. (for example review of all special needs digital facilities along device loaning scheme for those who do not have access.) | During the School Year 2020/2021 | * Senior Management * Digital Strategy Team * Digital Coordinator | * A full policy review is completed through the lenses of digital technologies * Investigation of a BYOD device friendly school * Areas of potential inequality are reviewed in the school. | * Potential expenditure. |
| Evaluation Procedures:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
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| --- | --- | --- | --- | --- |
| Domain 1 & 2: Leading Learning and Teaching & Managing an Organisation | | | | |
| |  |  | | --- | --- | | Standard (Leadership & Management Dimension) | Statement of highly effective practise | | Domain: Leading School Development  Communicate the guiding vision for the school and lead its realisation | The board of management and principal articulate a vision which embeds the use of digital technologies as outlined in the Digital Strategy for Schools. This school has appropriate processes in place for communicating internally and externally the vision for and the benefits accruing from the embedding of digital technologies. | | Domain: Developing Leadership Capacity  Empower staff to take on and carry out leadership roles | They identify and support opportunities for staff to share innovative practices and engage in research that actively impacts on the use of digital technologies for learning, teaching and assessment. |   Targets: | | | | |
| Actions(What needs to be done? | Timeframe  (When is it to be done by?) | Persons/Groups  Responsible  (Who is to do it?) | Criteria For Success  (What are the desired outcomes?) | Resources  (What resources are needed?) |
| * The school continues to manage existing internal and external communication infrastructure in the school. (School APP, Teams, Website, Text, Email) And investigates potential areas for improvement. * Investigate, Procure and rollout personal devices for teachers to aid in the progression of our digital learning strategy while also aligning us with national GDPR policies. Thus a more rigid security system like school controlled password protection and two factor authentication enforcement etc.) | During the School Year 2020/2021 | * Senior Management * Digital Strategy Team * Digital Coordinator * External ICT Support Team * All Staff | * A well maintained and efficient internal and external communication infrastructure. * All teachers/staff are equipped with and trained on a personal device with regards usage and security. | * Funding * Training * Potential External ICT Support |
| Evaluation Procedures:  (How are we progressing? Do we need to make adjustments? Have we achieved our targets?) | | | | |
|  | | | | |