St. Caimin's Community School, Shannon, Co. Clare

Our Digital Learning Plan

1. Introduction

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

1.1 School Details:
- St Caimin's Community School is a co-educational school with an enrolment of 729 students representing a diversity of cultural backgrounds.
- It first opened in 1985. A new school was later built, through a public private partnership arrangement, on the same site as the old school, opening in 2002.
- The trustees of this modem co-educational school are the Bishop of Killaloe, the Sisters of Mercy, and Limerick & Clare Education and Training Board (LCETB).

1.2 School Vision:
As part of our School Self-Evaluation (cycle 1) we developed School Improvement Plans in relation to Literacy, Numeracy and Learning to Learn. As part of our School Self-Evaluation (cycle 2) we focused on the key skills of 'managing myself' and 'managing information and thinking'.
Our vision for this digital learning plan is to develop the digital elements the above key skills. These elements include the following:
- Using digital technology to manage myself and my learning
- Using digital technology to communicate
- Using digital technology to develop numeracy skills and understanding

We would also like to increase the number of teachers using ICT as a teaching and learning tool and as a tool to help teachers' collective and collaborative practice.

1.3 Brief account of the use of digital technologies in the school to date:

- The school has broadband and internet access throughout the school via a wired and wireless network.
- We have upgraded the two old servers to one virtualised server.
- Maintenance is carried both at a local level and by consultation. Third party ICT support is also utilised.
- An AP1 post has been appointed to help with the digital infrastructure in the school and to implement the Digital Strategy for Schools 2015 – 2020.
- There is a mixture of old and new ICT equipment which includes desktops, laptops, printers, scanners, cameras, data projectors, visualisers and tablets.
- The school has two computer rooms equipped with 31 desktops and a data projector. The CAD room has 16 high spec desktops.
- Every classroom has at least one networked laptop with some rooms having addition desktops.
- An ICT skills audit was carried out by the staff and training needs identified in November 2017. All teachers indicated that they were able to 'use computers' to access the internet and email and input student results at the end of term. Most teachers were able to perform basic word processing. Many teachers were using ICT as a teaching and learning tool regularly, a number were using ICT as a teaching resource infrequently and a very small number did not use ICT as a teaching and learning resource. Most teachers recognised the benefits of using ICT in teaching and learning.
- During the academic 2017 - 2018 year staff have had access to 3 formal and numerous informal continuous professional development sessions in the area of ICT. Peer support has been put in place for those who expressed a need for additional help.
- The school moved to the Office365 platform in September 2017 with all staff receiving training by May 2018. All home folders on the server were migrated to teachers personal OneDrive accounts and all shared network drives were migrated to the schools SharePoint site on Office365. Teachers are now using the Office365 platform for their email. All devices have been upgraded to Office 2016.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school from March 2017 to June 2018. We evaluated our progress using the following sources of evidence:

- Teacher survey
- Focus groups with teachers
- Focus groups with students
- ICT infrastructure audit by the Association of Community and Comprehensive Schools (ACCS)
- Audit of school computer rooms by Office365 Leaning

2.1 The dimensions and domains from the Digital Learning Framework being selected

Dimension – Teaching and Learning:
- Learner Outcomes
- Teachers' individual practice
- Teachers' collective and collaborative practice

Dimension – Leadership and Management:
- Managing the Organisation

2.2 The standards and statements from the Digital Learning Framework being selected

Standard	Statement(s)
Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs	Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities
Teachers value and engage in professional development and professional collaboration	Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students.
Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.

2.3. These are a summary of our strengths with regards digital learning
- Office365 is operational and teachers have received CPD in this area. Peer support also in place.
- The majority of teachers recognise the benefits of digital technologies in teaching and learning.
- The digital infrastructure in the school is of a standard of very good to excellent.

2.5. This is what we are going to focus on to improve our digital learning practice further
- Integrate our digital learning plan with our school improvement targets and actions.
- Improve student's and teacher's digital literacy.
- Improve accessibility to ICT for all students.

3. 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, and **when**
- **Achievement of targets** (original and modified), and **when**

Digital Learning Action Plan

DOMAIN: Learner Outcomes
STANDARD(S): Students enjoy their learning, are motivated to learn and expect to achieve as learners
STATEMENT(S): Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
TARGETS: Students will be able to manage their information and thinking on Office365 and develop their digital literacy.

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?)
● ICT timetabled for 40 minute period	● All academic year 2018 - 2019	● Science Department	● Students will be proficient in 1) Word 2) PowerPoint 3) Excel 4) Office 365 5) Managing folders and files 6) Internet safety (in conjunction with SPHE)	● Access to computer room for 1 period per week ● Teaching and learning resources for each topic

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- Science assessment for Christmas and Summer will incorporate ICT elements which will indicate if students have developed their digital literacy.

Digital Learning Action Plan

DOMAIN: Teachers' individual practice

STANDARD(S): The teacher selects and uses teaching approaches appropriate to the learning objective and to students' learning needs

STATEMENT(S): Teachers are aware of, and purposefully use, a range of digital technologies appropriate to the learning objectives and learning needs of their students when designing learning activities

TARGETS: Teachers will use Office365 in their teaching to help support students learning

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?)
• Teachers will incorporate elements of Office365 in their teaching	• All academic year 2018 - 2019	• Class teachers	• Teachers will share materials with classes on Office 365 and will ask students to share some homework tasks with them over the course of the year.	• Office365 accounts for all staff and students

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

• Student and teacher questionnaires and focus groups at the end of term 1 and term 3.

Digital Learning Action Plan

DOMAIN: Teachers' collective and collaborative practice

STANDARD(S): Teachers value and engage in professional development and professional collaboration

STATEMENT(S): Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students.

TARGETS: Teachers will use the Office365 platform to share learning resources, develop units of learning and collaborate to develop their subject department plan.

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?)
• Continue to populate and update the SharePoint site for each subject area	• All academic year 2018 – 2019 • Subject plan in place by October midterm breack 2018	• Class teachers and subject departments	• Subject plans are up to date and accessible to all department members in SharePoint.	• Office365 accounts for all staff • Time

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

• Analysis of the subject department folders reviewed and evaluated by subject department at the end of the academic year. Action plan created for the following academic year.

Digital Learning Action Plan

DOMAIN: Managing the Organisation	

STANDARD(S): Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	

STATEMENT(S): The principal and other leaders in the school ensure that processes are in place for the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.

TARGETS: Upgrade of the Computer rooms and provision of mobile trolley of devices.

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?)
● Review our current IT provision in these areas and source appropriate equipment to replace and enhance the current stock.	● August 2018 – June 2020	● Principal and senior management ● AP1	● Fully functioning and integrated devices that staff and student can access easily.	● Money ● Time ● Expertise in the area ● Training

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

● Ongoing audit of ICT infrastructure