



Coláiste Choilm Tullamore

Digital Learning Plan 2024 – 2025

School Address: O'Moore Street, Tullamore, Co Offaly
Eircode: R35 WF97
Roll Number: 65610S
School Patron: Bishop Thomas Deenihan
Diocese of Meath



Dream, believe, achieve

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:

- Coláiste Choilm is a Voluntary Catholic Secondary School for boys under the Trusteeship of Bishop Thomas Deenihan of the Diocese of Meath. The school aims to provide a caring Christian Education, in a community of pupils, staff, parents and management, where each individual is valued as a unique human being.
- The ethos of Coláiste Choilm is to assist in the development of all aspects of the student, the spiritual, moral, intellectual, physical and social at all times guided by the Gospel values.

1.2 School Vision:

- Coláiste Choilm is a Voluntary Catholic Secondary School for boys under the Trusteeship of Bishop Thomas Deenihan of the Diocese of Meath. The school aims to provide a caring Christian Education, in a community of pupils, staff, parents and management, where each individual is valued as a unique human being.
- The ethos of Coláiste Choilm is to assist in the development of all aspects of the student, the spiritual, moral, intellectual, physical and social at all times guided by the Gospel values.

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

- Computer classes are currently timetabled for 1 X one-hour class per week for a duration of 16 weeks for First Years.
- Computer classes are currently timetabled for 1 X one-hour class per week for the duration of the school year for Second Years.
- Transition Year students are timetabled for 3 X one-hour classes (180 minutes) per week.
- There are three computer labs with 75 computers in total in the school as well as a Design & Communication Graphics (DCG) room with 24 student computers loaded with SolidWorks parametric CAD software.
- We have a dedicated Special Education Teaching room that contains 6 computers and a number of SEN students use laptops to support their learning.
- Our school library is equipped with 8 computers.
- We have a School Media Office equipped with an iMac and a number of digital recording devices (iPhones & iPads) for use in Junior Cycle CBAs and content creation for the school social media accounts and website.
- All classrooms have a 'teacher desktop computer' with internet access and a data projector or TV (some classrooms have extra computers in addition).
- Many classrooms such as the Art room and DCG room have a visualiser.
- We have 2 staff computers in the staffroom.
- There are 16 networked digital mono/ coloured printers located in 16 classrooms.
- There are 3 networked black & white photocopiers – 2 are located in the main office and 1 additional one in the staffroom.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving 100Mb broadband but this speed was not being received in all parts of the school. The infrastructure was updated and expanded to have the potential of 100Mb broadband in all parts of the school in Summer 2019.
- All computers in the school are networked providing individual access (login details)
- All staff and students are provided with Microsoft 365 accounts to allow internal and external communication and cloud based storage space for each staff member and student.
- We have a school website and social media accounts (Facebook, Twitter, Instagram) that are regularly updated.
- We currently use the school management platform VShare to record student data, attendance, assessment results and link with DES PPod.
- Payments are received electronically using Debapay.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period *April – May 2024*. We evaluated using MS Forms, focus groups and feedback from various staff groups such as the Senior Leadership Team Meeting, Student Support Meeting, Yearheads, Tutors etc and decided on the following as being our focus for improvement in the 2024 – 2025 school year.

1. Opening up the Behaviour Tab for Parents:
 - Objective: Increase parental engagement by allowing parents to view notes related to their child's behaviour.
 - Actions: Develop policies, provide training for teachers and parents, implement a pilot program, and establish feedback mechanisms.
 - Targets: Achieve high usage rates among parents and teachers, improve student behaviour, and gather positive feedback.
2. Implementing VS-Mail for Communication:
 - Objective: Facilitate effective communication between parents and staff through a dedicated messaging system.
 - Actions: Develop a communication policy, provide training, integrate VS-Mail into daily routines, and monitor usage.
 - Targets: Achieve high adoption rates, reduce response times, improve communication quality, and ensure staff training completion.
3. Generating Student Reports on Behaviour, Attendance, and Results:
 - Objective: Enable teachers, tutors, and year heads to generate comprehensive reports to monitor and support student progress.
 - Actions: Conduct training workshops, develop standardized report templates, schedule regular report generation, and train staff on data analysis.
 - Targets: Ensure consistent report generation, effective use of data for interventions, improve student outcomes, and provide ongoing professional development.

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

Dimension	Domain
<p>Post-Primary – Leadership and Management</p>	<ul style="list-style-type: none"> • Domain 1: Learner Outcomes Students attain the stated learning outcomes for each subject, course, and programme. • Domain 2: Learner Experiences Students grow as learners through respectful interactions and experiences that are challenging and supportive. • Domain 3: Teachers’ Individual Practice The teacher selects and uses planning, preparation, and assessment practices that progress students’ learning. • Domain 4: Teachers’ Collective/Collaborative Practice Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.
<p>Post-Primary – Teaching and Learning</p>	<ul style="list-style-type: none"> • Domain 1: Leading Learning and Teaching Promote a culture of improvement, collaboration, innovation, and creativity in learning, teaching, and assessment. • Domain 2: Managing the Organisation Establish an orderly, secure, and healthy learning environment, and maintain it through effective communication. • Domain 3: Leading School Development Build and maintain relationships with parents, with other schools, and with the wider community.

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

Standard	Statement(s)
Standard: Students attain the stated learning outcomes for each subject, course, and programme	Highly Effective Practice: Students and/or parents use digital technologies to access, evaluate, and interpret the results of formative, summative, self- and peer-assessments.
Standard: Students grow as learners through respectful interactions and experiences that are challenging and supportive	Highly Effective Practice: Digital interactions, among students and between students and teachers, are respectful, challenging, and support the well-being of all students.
Standard: The teacher selects and uses planning, preparation, and assessment practices that progress students' learning	Highly Effective Practice: Teachers use digital technologies to make assessment more relevant and transparent for students and parents, allowing them to make informed choices on future learning priorities.
Standard: Teachers collectively develop and implement consistent and dependable formative and summative assessment practice	Highly Effective Practice: 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.
Standard: Promote a culture of improvement, collaboration, innovation, and creativity in learning, teaching, and assessment	Highly Effective Practice: The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching, and assessment practices, and facilitate their sharing of practice.
Standard: Establish an orderly, secure, and healthy learning environment, and maintain it through effective communication	Highly Effective Practice: The principal and other leaders in the school oversee the implementation, communication, and ongoing review of appropriate and relevant policies, procedures, and safeguards that pertain to the protection of individual privacy, confidentiality, and the safe use of digital technologies and data for all members of the school community

Standard: Build and maintain relationships with parents, with other schools, and with the wider community	Highly Effective Practice: The school has a dynamic digital presence which is updated regularly and used by school and school community to leverage online collaboration, sharing, communication, and learning.
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2.3. These are a summary of our strengths with regards digital learning

- **Robust Digital Infrastructure:**
 - High-speed internet access throughout the school.
 - Modern computer labs and sufficient devices (laptops, tablets) for student use.
 - Interactive whiteboards and digital projectors in classrooms.
- **Comprehensive Digital Curriculum:**
 - Integration of digital literacy and ICT skills across all subjects.
 - Availability of specialized courses in coding, robotics, and digital media.
 - Use of digital tools for collaborative projects and research.
- **Skilled and Trained Staff:**
 - Teachers proficient in using digital tools and platforms.
 - Ongoing professional development in digital pedagogy and emerging technologies.
 - Support staff available for technical assistance and training.
- **Innovative Teaching Methods:**
 - Use of blended learning models combining online and face-to-face instruction.
 - Implementation of flipped classroom techniques.
 - Incorporation of gamification and interactive simulations in lessons.
- **Effective Use of Learning Management Systems (LMS):**
 - Centralized platform for managing assignments, grades, and communication.
 - Access to a wide range of digital resources and e-books.
 - Tools for tracking student progress and providing personalized feedback.
- **Student Engagement and Empowerment:**
 - Opportunities for students to create digital content (videos, blogs, podcasts).
 - Platforms for student collaboration and peer learning.
 - Encouragement of student-led tech clubs and initiatives.
- **Parental Involvement and Communication:**

- Digital portals for parents to monitor student progress and communicate with teachers.
- Regular updates and newsletters via email or school apps.
- Workshops and resources to help parents support their children’s digital learning.
- **Focus on Digital Citizenship:**
 - Education on safe, ethical, and responsible use of technology.
 - Programs to develop students’ digital footprints and online identities.
 - Initiatives to promote cyberbullying awareness and prevention.
- **Access to Diverse Digital Resources:**
 - Subscriptions to educational software and online learning platforms.
 - Access to virtual labs and simulations for science and technology subjects.
 - Use of multimedia resources to enhance learning experiences.
- **Data-Driven Decision Making:**
 - Use of analytics to monitor and improve student performance.
 - Data-informed strategies for curriculum development and resource allocation.
 - Regular review and adjustment of digital learning practices based on feedback and outcomes.
- **Inclusive Digital Learning Environment:**
 - Availability of assistive technologies for students with special needs.
 - Adaptation of digital content to cater to diverse learning styles and abilities.
 - Policies to ensure equitable access to digital tools and resources for all students.
- **Strong Leadership and Vision:**
 - Clear vision and strategic plan for integrating digital learning.
 - Leadership committed to fostering a culture of innovation and continuous improvement.
 - Collaboration with external partners and stakeholders to enhance digital learning opportunities

2.4 This is what we are going to focus on to improve our digital learning practice further

- Further integration of the school management platform VShare into our daily practice

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: Step 1 - Behaviour Tab

DOMAIN: (From Digital Learning Framework) **Leadership and Management & Teaching and Learning**

STANDARD(S): (From Digital Learning Framework)

- **Build and maintain relationships with parents, with other schools, and with the wider community**
- **Students attain the stated learning outcomes for each subject, course, and programme**

STATEMENT(S): (From Digital Learning Framework)

- **Highly Effective Practice:** The school has a dynamic digital presence which is updated regularly and used by school and school community to leverage online collaboration, sharing, communication, and learning.
- **Highly Effective Practice:** Students and/or parents use digital technologies to access, evaluate, and interpret the results of formative, summative, self- and peer-assessments.

TARGETS: (What do we want to achieve?)

- **Parent Engagement:**
 - Achieve 80% of parents regularly accessing the Behaviour Tab by the end of the school year.
- **Teacher Participation:**

- Ensure 100% of teachers are trained and actively using the Behaviour Tab to record student behaviour.
- **Behaviour Improvement:**
 - Reduce incidents of negative behaviour by 20% through increased parental involvement and monitoring.
- **Feedback Collection:**
 - Collect feedback from at least 70% of parents and teachers on the effectiveness and usability of the Behaviour Tab.

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?)
<ul style="list-style-type: none"> ● Policy Development: <p>Develop and communicate a clear policy on the use of the Behaviour Tab, including privacy and data protection guidelines.</p> <ul style="list-style-type: none"> ● Training Sessions: <p>Conduct training sessions for teachers on how to use the Behaviour Tab effectively.</p> <p>Provide parents with guidance on how to access</p>	<ul style="list-style-type: none"> ● September to December <p>Staff to access instructional content in own time followed up with in person training at staff meetings</p>	<ul style="list-style-type: none"> ● Digital Learning Team in consultation with school management 	<ul style="list-style-type: none"> ● Usage Rate: <p>High percentage of teachers regularly using the Behaviour Tab.</p> <p>High percentage of parents accessing the Behaviour Tab.</p> <ul style="list-style-type: none"> ● Feedback: <p>Positive feedback from parents and teachers regarding the usefulness and clarity of the information.</p> <ul style="list-style-type: none"> ● Impact on Behaviour: 	<ul style="list-style-type: none"> ● VSware Guide ● Instructional videos created by the Digital Learning Team

<p>and interpret the information.</p> <ul style="list-style-type: none"> ● Pilot Program: <p>Implement a pilot program with a small group of teachers and parents to gather feedback and make necessary adjustments.</p> <ul style="list-style-type: none"> ● Feedback Mechanism: <p>Establish a feedback mechanism for parents and teachers to report issues and suggest improvements.</p>			<p>Observable improvement in student behaviour as a result of increased parental involvement.</p>	
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EVALUATION PROCEDURES:
 (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)

- **Usage Analytics:**
 - Regularly review analytics to track the number of parents accessing the Behaviour Tab.
 - Monitor the frequency and consistency of teacher entries in the Behaviour Tab.
- **Surveys and Feedback:**
 - Conduct periodic surveys with parents and teachers to gather feedback on the usability and effectiveness of the Behaviour Tab.
 - Hold focus group discussions with a representative sample of parents and teachers to gain deeper insights.
- **Behaviour Data Analysis:**
 - Analyze behaviour data to identify trends and measure the impact of parental involvement on student behaviour.

- Compare behaviour incident rates before and after the implementation of the Behaviour Tab.
- **Review Meetings:**
 - Schedule regular review meetings with teachers and school leaders to discuss progress, challenges, and areas for improvement.
 - Adjust policies and practices based on feedback and data analysis.

Digital Learning Action Plan: Step 2 – VS-Mail

DOMAIN: (From Digital Learning Framework) **Leadership and Management & Teaching and Learning**

STANDARD(S): (From Digital Learning Framework)

- **Establish an orderly, secure, and healthy learning environment, and maintain it through effective communication**
- **Students grow as learners through respectful interactions and experiences that are challenging and supportive**

- STATEMENT(S): (From Digital Learning Framework)
- **Highly Effective Practice:** The principal and other leaders in the school oversee the implementation, communication, and ongoing review of appropriate and relevant policies, procedures, and safeguards that pertain to the protection of individual privacy, confidentiality, and the safe use of digital technologies and data for all members of the school community.
- **Highly Effective Practice:** Digital interactions, among students and between students and teachers, are respectful, challenging, and support the well-being of all students.

TARGETS: (What do we want to achieve?)

- **Adoption Rate:**
 - Achieve 90% of staff and 75% of parents using VS-Mail for communication within the first six months.
- **Response Time:**
 - Reduce average response time to parent inquiries via VS-Mail to within 24 hours.
- **Communication Quality:**
 - Increase the satisfaction rate of parents and staff regarding communication quality to 85% as measured by surveys.
- **Training Completion:**
 - Ensure 100% of staff complete training on using VS-Mail effectively within the first three months.

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?)
<ul style="list-style-type: none"> ● Communication Policy: Develop a communication policy outlining the appropriate use of VS-Mail for school-related communication. ● Training and Support: Provide training for staff and parents on how to use VS-Mail effectively. Offer ongoing technical support to address any issues. ● Integration: Integrate VS-Mail into daily routines, such as sending weekly updates or important announcements. 	<ul style="list-style-type: none"> ● September to December Staff to access instructional content in own time followed up with in person training at staff meetings 	<ul style="list-style-type: none"> ● Digital Learning Team in consultation with school management 	<ul style="list-style-type: none"> ● Adoption Rate: High percentage of staff and parents using VS-Mail regularly. ● Communication Quality: Improvement in the quality and timeliness of communication between parents and staff. ● User Satisfaction: Positive feedback from users regarding the ease of use and effectiveness of VS-Mail. 	<ul style="list-style-type: none"> ● VSware Guide ● Instructional videos created by the Digital Learning Team

- **Monitoring and Evaluation:**

Monitor the usage of VS-Mail and evaluate its effectiveness in improving communication.

EVALUATION PROCEDURES:

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

- **Communication Logs:**

- Monitor communication logs to track the volume and response times of messages exchanged via VS-Mail.
- Ensure that communication is timely and addresses the needs of parents and staff.

- **User Satisfaction Surveys:**

- Conduct regular surveys to assess the satisfaction levels of parents and staff with VS-Mail.
- Collect qualitative feedback on any issues or suggestions for improvement.

- **Training Effectiveness:**

- Evaluate the effectiveness of training sessions through post-training surveys and assessments.
- Identify any additional training needs or areas where further support is required.

- **Usage Reports:**

- Generate usage reports to track the adoption rate of VS-Mail among staff and parents.
- Identify any barriers to usage and develop strategies to address them.

Digital Learning Action Plan: Step 3 – Generating Reports

DOMAIN: (From Digital Learning Framework) **Domain: Teachers' Individual Practice Teachers' Collective/Collaborative Practice**

STANDARD(S): (From Digital Learning Framework)

- **Establish an orderly, secure, and healthy learning environment, and maintain it through effective communication**
- **Students grow as learners through respectful interactions and experiences that are challenging and supportive**

STATEMENT(S): (From Digital Learning Framework)

- **Highly Effective Practice:** Teachers use digital technologies to make assessment more relevant and transparent for students and parents, allowing them to make informed choices on future learning priorities.
- **Highly Effective Practice:** 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.

TARGETS: (What do we want to achieve?)

- **Report Generation:**
 - Ensure 100% of teachers, tutors, and year heads are generating and reviewing student reports at least once per term.
- **Professional Development:**
 - Provide ongoing professional development sessions ensure staff are proficient in generating and interpreting reports.
- **Student Outcomes:**
- Achieve a 10% improvement in overall student attendance and a 15% increase in positive behaviour incidents as recorded in the reports.

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?)
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<ul style="list-style-type: none"> ● Training Workshops: <p>Conduct workshops for teachers, tutors, and year heads on how to generate and interpret student reports.</p> <ul style="list-style-type: none"> ● Standardized Reporting: <p>Develop standardized templates for reports to ensure consistency and clarity.</p> <ul style="list-style-type: none"> ● Regular Reporting: <p>Schedule regular intervals for generating and reviewing reports (e.g., monthly or quarterly).</p> <ul style="list-style-type: none"> ● Data Analysis: <p>Train staff on how to analyze the data to identify trends and areas for improvement.</p>	<ul style="list-style-type: none"> ● September to December <p>Staff to access instructional content in own time followed up with in person training at staff meetings</p>	<ul style="list-style-type: none"> ● Digital Learning Team in consultation with school management 	<ul style="list-style-type: none"> ● Report Generation: <p>High percentage of teachers, tutors, and year heads generating reports regularly.</p> <ul style="list-style-type: none"> ● Data Utilization: <p>Effective use of report data to inform teaching strategies and interventions.</p> <ul style="list-style-type: none"> ● Student Outcomes: <p>Observable improvements in student behaviour, attendance, and academic results.</p>	<ul style="list-style-type: none"> ● VShare Guide ● Instructional videos created by the Digital Learning Team
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EVALUATION PROCEDURES:

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

- **Report Generation Tracking:**
 - Monitor the frequency and consistency of report generation by teachers, tutors, and year heads.
 - Ensure that reports are generated and reviewed according to the established schedule.
- **Data Utilization Analysis:**
 - Analyze how the data from reports is being used to inform teaching strategies and interventions.
 - Track the outcomes of interventions based on report data to measure their effectiveness.
- **Professional Development Feedback:**
 - Gather feedback from staff on the professional development sessions related to report generation and data analysis.
 - Assess the impact of training on staff proficiency and confidence in using the reporting tools.
- **Student Outcome Metrics:**
 - Track key metrics such as student attendance, behaviour incidents, and academic performance to measure improvements.
 - Compare these metrics before and after the implementation of the reporting system to evaluate its impact.