COLÁISTE IOGNÁID S.J.

Bóthar na Mara, Gaillimh, H91 N732

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 Iognáid is one of seven schools under the trusteeship of the Irish Jesuits and proud to be part of the larger global network of Jesuit education. The college is a co-educational, non-fee-paying secondary school with 631 currently enrolled.

1.2 School Digital Vision:
Our school vision is to continue strengthening and advancing the use of digital technologies in teaching and learning, building on the significant progress we have already made where our staff and students now feel increasingly confident, competent, and supported in their use of technology to enhance learning, teaching, and assessment. All members of our school community are empowered to become responsible, reflective, and ethical digital citizens who foster and promote positive communication and well-being. We remain committed to further developing collaborative and cooperative learning skills through the ongoing use and practice of digital technologies. Through the meaningful integration of digital tools across the curriculum, our students are becoming engaged thinkers, active learners, knowledge creators, and conscientious global citizens who are committed to carrying these skills forward into their future experiences as learners and leaders.

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

- All classrooms have an Epson projector fitted - 38 projectors between three buildings, along with 2 mobile projectors.
  (17 in the Griffin building, 8 in the Andrews building, 4 in Labs, 1 in Music Room, 1 in PE hall, 1 in Suaimheas, 1 in the Fr Bob McGoran , 1 in the Bens, 1 in Library, 1 in Computer room, 1 in Art room, 1 in DCG room)

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The whole school Connectivity:

- Wi-Fi access to projectors in the Griffin Building
- One student computer lab with 30 computers.
- DCG room with 30 computers.
- We have 13 laptop cabinets spread across the campus, with 190 laptops available through a booking system on Compass.
- All teaching staff laptops have been upgraded to HP Pro laptops (2024)
- Whole school staff access to printers via WIFI, with off-site access to printing.
- Broadband internet: mix of LAN and Wi-Fi internet in all buildings.
- Utilise the Microsoft Office Platform to facilitate and support teaching, learning and assessment.
- Four classrooms and meeting room equipped with TV with HDMI facility.
- Compass used for administration.

Strategies

- Our school delivers learning and teaching using laptops, supported by the Microsoft 365 suite of Word, Onedrive, PowerPoint, Forms, Excel, Onenote, Outlook and Lens.
- Microsoft Teams is used as a core platform to facilitate the sharing of resources with students and also functions as our Professional Learning Platform, where subject department plans and resources are stored, supporting consistency across departments and enabling the sharing of good practice and CPD among staff.
- We currently use Compass to record student data, attendance, and assessment results, and to support whole school communication, wellbeing tracking, timetabling, and access to key student information. Compass also supports staff administration, and whole school reporting and analytics.
- We have a school website and a seasonal online newsletter
- Many of our AEN (Additional Education Students) students use laptops or i-Pads and SEN assistive technologies - Speech to Text, Reading Pens, and Immersive Reading to support their learning.
- The school broadband is a combination of mainly wireless and some wired access. The school works with a Service Provider to map and plan a robust wired and Wi-Fi infrastructure to meet current requirements.
- We receive our technical support from Computex, Educational IT Specialists.
- Microsoft Forms is used to collect data from students, parents, staff and the wider community.

- Support for CBAs, digital learning activities, and the AACs, the Additional Assessment Components through 190 laptops housed in secure cabinets throughout the school campus.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period February *2026* to May *2026*

We evaluated our progress using the following sources of evidence:

- Consultation with Staff via FORMS questionnaire
- Consultation each year group in Student body via FORMS Questionnaire
- Consultation with parents via FORMS Questionnaire

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

- Teaching and Learning: Domain 2 - Learner Experiences
- Teaching and Learning: Domain 4 -Teachers Collective/Collaborative practice
- Leadership and Management: Domain 1 - Leading Learning and Teaching
- Leadership and Management: Domain 2 – Managing the Organisation

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

Standard	Statement(s)
Teaching and Learning **DOMAIN 2: LEARNER EXPERIENCES** **Students engage purposefully in meaningful learning activities**	**Students use a variety of digital technologies for knowledge creation to source, critique, and manage information and to reflect on their learning.**
Teaching and learning **DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE** **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.**
Leadership and management **DOMAIN 1: LEADING LEARNING AND TEACHING** **Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment**	**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**
Leadership and management **DOMAIN 2 -** **MANAGING THE ORGANISATION**	**The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment**

Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	

2.3. A summary of our Key Strengths in Digital Learning

Domain 1: Teaching and Learning

- Digital technologies are routinely integrated into teaching, learning and assessment across subjects.
- Laptop-based learning, supported by Microsoft 365, is a core feature of classroom practice.
- Microsoft Teams is used consistently to share learning resources and support student engagement.
- Digital tools (e.g. Microsoft Forms) are used to support assessment for learning and feedback.
- Students develop core digital literacy skills through structured provision at First Year and TY.
- Shared access to laptops enables equitable participation in CBAs, AACs and digital learning activities.
- Additional Education Needs (AEN) students are effectively supported through assistive digital technologies.

Domain 2: School Leadership and Management

- Clear leadership commitment to the strategic development of digital learning.
- AP1 post holder provides coordinated ICT leadership (infrastructure, support, training and policy).
- Compass is used effectively for administration, attendance, timetabling, assessment, wellbeing, SEN and whole school communication.
- Strong digital communication with parents via Compass, website and online newsletters.
- Reliable external IT support through Computex ensures system stability and continuity.

Domain 3: Teacher Professional Learning

- All staff provided with Microsoft 365 accounts and school issued HP laptops.
- Staff demonstrate good competence in Microsoft Teams and core Microsoft applications.
- Professional learning supported throughout the school year, by in house training and ongoing ICT Co-ordinator support.

- Microsoft Teams used effectively for departmental collaboration, planning and sharing of good practice.
- Compass training provided to support confident and effective use.

Domain 4: Infrastructure and Digital Capacity

- Well established infrastructure: fixed and mobile projectors, HDMI screens, specialist computer room and 190 shared laptops.
- Broadband and WiFi connectivity available across all buildings.
- Secure laptop booking system in place.
- Off-site cloud server support operations, with ongoing planning for sustainability.
- All teachers equipped with HP Pro laptops and systems maintained on updated operating environments.

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

- Further evaluate success of 1st Year and TY digital technology classes and ensure they are actively engaging in learning Improving student accessibility and inclusion through tools like speech-to-text, specialized software, and interactive, smart technology (Assistive Tech) to work towards a more learner centred, active and constructive process
- Expert and in-house driven and targeted staff training, building capacity through peer mentoring
- Investigating the feasibility of the introduction of personal devices at senior Cycle for classroom use to accommodate AACs
- Increase usage of Laptop Cabinets and appropriate maintenance of devices with the help of TY Digital Team
  - Purchase of additional laptops and cabinets
- Ongoing upgrading and replacement of infrastructure
  - Continued upgrade of Wi-Fi/broadband access

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

Teaching and Learning	**DOMAIN 2: Learner Experiences**			
STANDARD: (From Digital Learning Framework) • **Students engage purposefully in meaningful learning activities**				
STATEMENT: (From Digital Learning Framework) ∉ **Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation**				
TARGETS: (What do we want to achieve?) • First-year and Transition Year students will be assessed to determine their proficiency in using Microsoft 365 applications, particularly OneNote, to support learning across all subject areas. This initiative aims to embed digital technologies in classroom practice, while recognising the importance of developing the skills required to successfully engage with AACs at Senior Cycle.				
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?)

∉ Examine the feasibility of introducing personal devices in Senior Cycle classrooms to support the implementation of AAC accommodations.	∉ Sept 2026 – Aug 2027	∉ In-school management team ∉ Consultation with staff ∉ Consultation with parents	All 5th-year students will have access to personal devices, supporting their engagement and achievement in AACs where appropriate.	∉ External contractors to advise on hardware ∉ Surveys for consultation
∉ TY digital classes, delivered through the MS365 platform, focusing on AAC digital skills needed	• Sept 2026	∉ Digital Literacy Teachers ∉ ICT Co-ordinator	∉ Goal of 80% of TY will be confident in the use Word on the MS365 platform	∉ MS365 platform ∉ Access to school Laptops/computer room ∉ Online survey for assessment
∉ 1st year digital classes, delivered through the MS365 platform, and OLUS, with a strong emphasis on the effective use of OneNote.	∉ Sept 2026	∉ Digital Literacy Teachers ∉ AEN Teachers ∉ ICT Co-ordinator	∉ Goal of 80% of first years will be confident in the use the apps on the MS365 platform	∉ MS365 platform ∉ Access to school Laptops/computer room ∉ OLUS software ∉ Online survey for assessment
∉ Instruction from all class teachers on accessibility tools like speech-to-text, specialized software, and interactive, smart technology (Assistive	∉ Sept 2026	∉ All Teachers ∉ ICT Co-ordinator ∉ Digital Technology Teachers	∉ All students will be confident in using accessibility tools	∉ Online questionnaire

Tech) that relate to their subjects ∉ Create TY IT team to support IT infrastructure issues	∉ Sept 2026	∉ In-school management team ∉ ICT Co-ordinator ∉ TY Co-ordinator	∉ TY IT Team timetabled from beginning of their year, supporting students/staff with IT issues and planning	• TY Timetabled
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
Assess TY engagement and learning through Digital Technology classes Continuous assessment of 1st year students by Digital Technology teachers/Questionnaire to all first years at end of year to evaluate competence				

Leadership and management **Teaching and Learning**	DOMAIN 1 - Leading Learning and Teaching DOMAIN 4 -Teachers Collective/Collaborative practice
STANDARD(S): (From Digital Learning Framework) ∉ **Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment** ∉ **Teachers value and engage in professional development and professional collaboration**	
STATEMENT(S): (From Digital Learning Framework) • **The principal and other leaders in the school encourage teachers to use digital technologies to enhance their learning, teaching and assessment practices, and to share their practice.**	

- **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: (What do we want to achieve?)
Teachers to be confident in the use of the MS365 suite, in particular, OneNote, which is an efficient digital tool that supports organisation, differentiation, feedback, reflection and learner agency within a single, secure platform, while integrating fully with MS365 to enhance teaching, learning and assessment.

Teachers will engage in ongoing professional development to build their understanding and effective use of Artificial Intelligence (AI) and other digital technologies.

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?)
• Improve staff digital competence in MS365 Suite, in particular, OneNote	• Sept 2026 - May 2027	• In-school management team • ICT Co-ordinator o Adrian O'Neill o Cáitriona Burke	• Survey Staff Staff will be competent at using OneNote	• MS365 platform Organise in peer teaching on OneNote Screen cast video on how to use OneNote
• AI awareness and upskilling for staff, focusing on available platforms, their educational benefits, limitations and responsible use.	• Aug/Sept 2026	• In-school management team • Cáitriona Burke • External speaker	• Staff demonstrate increased awareness and understanding of AI tools, informed of benefits and limitations, and appropriate, responsible use in teaching and	• Use '**Digital Teaching Resources**' on MS365 • External Speaker

			learning where relevant	

EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)
Forms Questionnaire following staff training and at end of year to monitor progress Teachers enhance their own active use of a range of digital technologies based on their subject needs

Leadership and management	**DOMAIN 2: MANAGING THE ORGANISATION**
STANDARD(S): (From Digital Learning Framework) • **Manage the school's human, physical and financial resources to create and maintain a learning organisation**	
STATEMENT(S): (From Digital Learning Framework) • **The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment**	
TARGETS: (What do we want to achieve?) To have reliable, high-quality digital connectivity that enables effective teaching, learning and assessment across the whole school community	

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?)
∉ Ongoing upgrading and replacement of ICT electrical	∉ Sept 2026	∉ In-school management team	∉ Enabling wireless projector connectivity on all projectors/	∉ Expertise from ICT Support

infrastructure		∉ Computex ∉ External Electrical Contractors ∉ ICT Co-ordinator	All rooms have Wi-Fi access to projectors	Contractors and Electrical ∉ Contractors
∉ Continued upgrade of WiFi/Broadband access	∉ Sept 2026	∉ Computex ∉ External Electrical Contractors ∉ ICT Co-ordinator	∉ Andrews IT computer room to have all Ethernet ports functioning. ∉ All rooms to have sufficient Ethernet ports	∉ Expertise from ICT Support Contractors and Electrical Contractors
∉ Installing iProjector software on all staff laptops to facilitate wireless projector connectivity	• Sept 2026	∉ ICT Co-ordinator ∉ Computex	∉ Installing iProjector software on all staff laptops to facilitate wireless projector connectivity.	∉ iProjector Software
∉ Replacement of remaining older projectors	• 2026 onwards	∉ In-school management team ∉ Computex ∉ ICT Co-ordinator	∉ All old projectors replaced with new models/ going forward these will be Wi-Fi enabled laser projectors	∉ Computex support
∉ Training of staff in use of most recent Laser Epson Projectors	• 2026 onwards	∉ ICT Co-ordinator	∉ Staff proficient in use of projectors/ remotes and pens	∉ Epson support/ training
∉ Review of Andrews IT Computer room, whether to decommission, and repurpose	∉ May 2027	∉ In-school management team ∉ ICT Co-ordinator	∉ Review completed and a decision on when ICT Andrews room will be decommissioned	∉ Audit and survey of school needs

room ∉ Purchase of additional laptops and cabinet for AEN use	• May 2026	∉ In-school management team ∉ ICT Co-ordinator	∉ Additional laptops and cabinet available for AEN use	∉ Audit and survey of school needs ∉ Computex support
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
The school will have enhanced its digital capacity in line with the Digital Strategy for Schools by ensuring all classrooms have ICT-ready electrical infrastructure and up-to-date projectors, with minimal disruption to teaching and learning with - reliable high speed Wi Fi and broadband will be available throughout the school, and all staff laptops will support wireless display through iProjector software - All necessary teaching staff will have completed targeted CPD in the effective use of digital display technologies, where necessary, supporting high-quality digital teaching and learning, with progress reviewed annually through the school's SSE process				

Bernard Kirk
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