



Coláiste Íosagáin
Our Annual Digital Learning Plan
School Year 2025/ 2026

The Digital Strategy for Schools to 2027 builds on the achievements and ambition of the previous strategy and aims to further support the school system to ensure that all learners have the opportunity to gain the knowledge and skills they need to successfully navigate an ever-evolving digital world. The strategy has been developed following a wide ranging and extensive consultation process and sets out high level objectives under three key pillars (see below). The vision of the new Digital Strategy is that digital technology can help to make education better for all young people in schools across Ireland. The new Strategy aims to support all pupils and students to develop digital skills and benefit from the potential of digital technology, while also staying safe and well when online. The strategy will help us to plan for the future of digital technology in schools and will be supported by funding from the Department of Education. This Digital Strategy will be supported by two Implementation Plans. These plans will set out actions that need to happen, so that schools can make the best use of digital technology, to support learning. The first Implementation Plan will cover 2022-2024. The Department of Education will then do a review, to see if the goals set out are being achieved. This will help to plan for the next phase of implementation, from 2025-2027.

This document records the outcomes of our current digital learning plan, including targets and the actions we will implement to improve teaching, learning and assessment practices using digital tools. This plan was informed by the Department of Education's 'Digital Strategy for Schools to 2027' and the [Digital Learning Framework](#).

<https://www.gov.ie/en/publication/69fb88-digital-strategy-for-schools/>

1.1 School Details:

Coláiste Íosagáin is a co-educational Catholic voluntary post-primary school under the auspices of Catholic Education in Secondary school Trustees (CEIST). It is the sole educational post-primary provider in the catchment area with 10 feeder primary schools. There are 1100 students enrolled at present, 91 full time teachers, 9 SNA's, 76 classrooms and 2 computer laboratory. We use Microsoft 365 as our main online platform for communication and teaching and learning. We have one DCG room equipped with 30 Computers and two computer room with 30 computers. .

1.2 School Digital Learning Vision:

Our vision at Coláiste Íosagáin is to cultivate a digitally literate community where both teachers and students engage with technology in innovative and meaningful ways. This commitment to digital literacy includes, but extends beyond, technical proficiency; we emphasise the ethical and responsible use of technology, while using it for collaboration between colleagues and amongst students in ways that may enhance learner outcomes and experiences.

Furthermore, we believe that digital technologies have the potential to empower students to become more independent learners. We aim to use digital technologies in ways that provide opportunities for self-directed learning and discovery. In doing so, we aim to equip our students with the skills and mindset necessary to navigate an increasingly digital world with confidence and autonomy.

We are committed to ensure that our students & staff have the ability to:

- Access world-wide educational resources.
- Participate actively in their own learning.
- Develop their professional practice as digital learners.
- Communicate effectively with all necessary stakeholders eg. support services, professional associations and colleagues.
- Engage with continuous professional development.

1.3 Brief account of our strengths with regard to digital technologies for teaching, learning and assessment in our school:

Results of 1.3 based on information gathered from the following surveys (January 2025).

- [Student access to Digital Devices and Microsoft Office.](#)
- [Teacher survey on Digital Devices and Microsoft Teams.](#)

Strengths identified by students in:

Hardware, Learning, Teaching and Assessment:

1. **Variety of Devices:** Students have access to a wide range of digital devices, including smartphones, tablets, laptops, and desktops. This variety ensures that students can choose the device that best suits their needs.
2. **Adequate Access:** Most students feel they have adequate access to digital devices to complete their assignments, homework, projects, and CBAs. This indicates that the school is providing sufficient hardware resources.
3. **Usage of Microsoft Office:** Students are proficient in using Microsoft Office applications like PowerPoint and Word for various tasks, including accessing notes, creating presentations, contacting teachers, completing surveys, and homework. This shows that the school's hardware supports essential productivity tools.
4. **Positive Impact on Learning:** Access to digital devices positively affects learning for many students. This suggests that the school's hardware is effectively integrated into the educational process.
5. **Advanced Proficiency:** Some students rate their proficiency with Microsoft Office applications as advanced, indicating that the school's hardware and software are conducive to developing strong IT skills.
6. **Suggestions for Improvement:** While there are areas for improvement, the fact that students are suggesting better laptops and more IT classes shows that the existing hardware is already making a significant impact and students are eager for even more advanced resources.
7. **Access to Microsoft Office:** All students have access to Microsoft Office and its suite of applications. They also receive a school outlook email.
8. **ICT support classes:** IT support classes are timetable for all 1st Year, TY & LCA students

Strengths identified by teachers in:

Hardware, Learning, Teaching and Assessment:

1. **Frequent Use of Microsoft Teams:** Teachers use Microsoft Teams regularly for teaching.
2. **Positive Impact on Engagement:** Digital devices believed to enhance student engagement.
3. **Variety of Tools:** Teachers use diverse digital tools like OneNote, Forms, and educational apps.
4. **Effective Communication:** Microsoft Teams improves communication with students.
5. **Collaboration:** Teachers collaborate well using Microsoft Teams.
6. **Comfort with Technology:** Teachers are comfortable using digital tools.
7. **Effective Features:** Assignment and grading features in Microsoft Teams are effective. Classwork can be uploaded on Microsoft Teams and stored.
8. **Positive Experience:** Teachers have a good overall experience with Microsoft Teams.
9. **Proficiency:** Teachers are proficient with Microsoft Office applications.
10. **Frequent Use of Devices:** Digital devices are regularly used in lessons.
11. **Balanced Approach:** Teachers balance digital and traditional methods.
12. **Positive Perception:** Teachers view digital tools positively.

1.4 Brief account of the school's digital technologies infrastructure:

- All staff have access to devices /PCs in school.
- Wi-Fi throughout the school building (staff and student access).
- DCG room equipped with 30 Computers
- Two computer rooms with 30 computers.
- Visualisers are used in music, art, TG, woodwork, and other classes.
- **Four laptop trollies (booked through Compass).**
- Phone may be used to with teachers' permission.
- All rooms have a projector or a screen/ TV screen.
- Some room have air server software to connect a teacher device to the projector, computer and speakers.
- WiFi throughout the school building (any issues for staff or students?)

[Inventory of School Digital Infrastructure](#)

1.5 Brief account of the management structures in the school that support the use of digital technologies:

- **Deputy Principal:** A selected Deputy Principal supports digital technology use by overseeing IT systems, guiding digital learning planning, ensuring infrastructure supports teaching, collaborating with staff to build digital capacity, and implementing national digital strategies. Their leadership ensures that technology is purposeful, reliable, and aligned with the school's educational mission.
- **ICT Coordinator (API):** An ICT (Information and Communication Technology) Coordinator in a school plays a key role in integrating technology into the educational environment. Their role is to co-ordinate and develop the ICT infrastructure within the school while overseeing system maintenance, create of relevant policies and addressing any troubleshooting issues.
- **Digital Learning Plan Coordinator (APII):** A Digital Learning Plan Coordinator ensures technology is effectively used for teaching. They create a plan, offer training to teachers, manage resources, and track the impact of digital tools on learning. It's all about making sure technology supports education effectively.

- **Digital Leaders:** Digital Leaders are teacher representatives from each subject department who participate in training sessions and meetings about enhancing digital practices within the school. They use the knowledge gained to guide and drive digital advancements within their respective departments.
- **PAQ IT:** PAQ IT provides IT support services to help our school use technology effectively. They offer consultancy, helpdesk support, managed IT solutions, and continuous improvement programs.
- **Ongoing Staff CPD:** Staff CPD allows our staff learn new digital skills, boosts their confidence with technology, encourages teamwork, and keeps the school updated with digital trends. This drives better use of technology in teaching and school activities.
- **Oide Sustained Support:** Oide Sustained Support engages with our teachers and school leaders to offer training to improve teaching, leadership, and use of technology in schools. The school has been allocated an Oide representative (Eddrina White) for the academic year 2024/2025.
- **Digital Learning Team:** The original Digital Learning Team that was established to develop the Digital Learning Plan.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period September 2023 to (month/year). We evaluated our progress using the following sources of evidence:

- Researched the digital learning framework and chose some highly effective practices to aim for and action.
- Surveyed staff and student usage of digital technology in the school and what can be improved.
- Discussed ways to improve the teaching and learning practices by enhancing the use of digital technologies in the classroom

Our intended outcomes are to:

- Foster a learning environment that enables staff and students to use digital technology effectively to develop their knowledge, skills and understanding through the day-to-day practice of digital technology.
- Create and prepare learners to become digitally responsible citizens.

2.1 Our previous digital learning plan(s) led to the following developments:

- Development of the Digital Learning Committee.
- Introduction of Microsoft suite to all staff and students.
- Whole school improvements of digital infrastructure eg. overhead projectors replaced to TV screens.
- Appointment of a APIT to develop the Digital Learning Plan.
- Receiving sustained support from Oide.
- The need for further staff training and CPD.
- Continuing to foster of digital safety amongst staff and students through online safety week.
- Positive interaction from students who entered competitions throughout the year that showcased their digital literacy.

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

- Encourage our teaching staff and students to use digital technology in an innovative and meaningful ways to collaborate, research and create.
- We want our school community to use digital technology in an ethical and responsible manner in order to share expertise and knowledge to improve teaching, learning and assessment. Students will celebrate Digital Safety and Safer Internet Week through activities/ events such as poster competitions, guest speakers and debates to raise awareness on the importance of digital responsibility.
- We see the use of digital learning as a means of promoting collaboration between subject teachers within departments; encourage students to collaborate with each other and with their teachers. This will be done through the school's Microsoft Platform.
- It is envisioned that digital technologies will be used to enable students to become more independent learners. Examples of how this may be demonstrated include promoting our students to engage in self-Assessment through Microsoft Assignments on Teams.
- Continue engaging with CPD opportunities related to digital learning and emerging technologies.
- Develop a clear Artificial Intelligence (AI) policy for teaching, learning, and assessment.
- Provide ongoing training for staff on using Microsoft Copilot.
- Introduce short digital demonstrations at each staff meeting.
- Offer guidance and digital support for teachers managing AACs and Leaving Certificate project work.

3. Digital Learning Action Plan

Dimension: Teaching & Learning	Domain: LEARNER EXPERIENCES
Standard: 2.4 Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning	
Statement(s) of Practice: Students are confident in using technology individually and with peers to enhance the learning experience and develop appropriate skills. They are responsible and aware of the impact of technology use for themselves and others.	
TARGET(S): TARGET(S): (What do you plan to achieve in the next 9-12 months that will move you closer to your vision? Targets are generally based on learners acquiring new knowledge, skills and/or attitudes as well as the method of attainment. They should lead to improved learner outcomes. They should be SMART - specific, measurable, achievable, realistic and timebound.) ● To develop the skills and attitudes necessary for lifelong learning, to develop learner outcomes and prepare them to become digitally literate citizens. ● To identify digital leaders. ● To embed the use of digital technologies into formative assessment practices through the sharing of success criteria ● To introduce teachers to the use of AI in teaching, learning and assessment to enhance learner experience. ● Continue engaging with CPD opportunities related to digital learning and emerging technologies. ● Develop a clear Artificial Intelligence (AI) policy for teaching, learning, and assessment. ● Provide ongoing training for staff on using Microsoft Copilot. ● Offer guidance and digital support for teachers managing AACs and Leaving Certificate project work.	

Actions break down the steps necessary to achieve the above target(s) over the next 9-12 months.

ACTION (What needs to be done?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	PERSONS RESPONSIBLE (Who is to do it?)	TIMEFRAME (When is it to be done by?)	ACTION COMPLETED?
Digital Learning Committee: Establish the committee and appoint new members.	Hold Digital Learning Committee meetings where leaders can share ideas for improvement within the school.	Amy	2025 -2026	Action Complete
Staff presentation on Microsoft Suite applications. Staff will receive training through a presentation with will enable them to expand their usage of the Microsoft Platform. AI in teaching: Introduce teachers to the use of AI in teaching and learning.	Eddrina demonstrated the use of Assignments, setting an assignment, creating rubrics, using rubrics to give feedback, setting a quiz, and using learning Accelerator – Speaker progress and Reader progress. Eddrina to demonstrate to digital leaders the need to implement effective feedback and how this can be done through assignments in Teams in varying formats. Teachers will use AI features to help create assignments in Microsoft Teams.	Eddrina Amy	2025 -2026	Action ongoing
CPD TY Digital Portfolio: Set up Notebook (One Note) for all TY classes to establish a digital portfolio.	Two teachers will be appointed as coordinators of the programme. They will attend CPD across the academic year. They will make a showcase at the end of the experience.	Eddrina Amy Tiernan	2025 -2026	Action Complete
Internet Safety Week: Running events throughout the school that promotes internet safety to our students.	Students will have increased awareness and improved sense of responsibility when online. First year students participated in an Internet Safety Talk with the Garda Siochana. Fifth year students engaged in a debate. Students will also participate	Amy Margaret Marian Sinead	2026	Action Ongoing

	in competitions that will showcase their digital skills.			
Digital Technology slot in staff meeting: An allocated slot should be given in every staff meeting to discuss opportunity for development, tutorials, and training etc.	Teachers will improve their ICT skills. The importance of the improved implementation and use of technology will be recognised by all staff.	Staff volunteers	2025 -2026	Action Ongoing
AAC and Leaving Certificate Coursework Training: Provide targeted training to equip staff with the knowledge and tools needed to effectively support students in completing AACs and Leaving Certificate coursework in tranche 1.	Staff demonstrate increased confidence in supporting AACs and project work. This will improve student outcomes and quality of coursework. Teachers have the opportunity to share resources and best practice across departments.	Glen	2026	Action Ongoing
AI policy: Develop and implement a clear, practical policy to guide the safe, ethical, and effective use of AI in teaching, learning, and assessment.	A clear, school-wide AI policy is developed, approved, and communicated. Staff consistently apply the guidance in teaching, learning, and assessment. Regular review and updates are scheduled.	Brendan Glen Amy	2026	Action Ongoing
Teach Meet Digital Demonstrations: Facilitate short, regular sharing sessions at staff meetings to showcase innovative digital tools and teaching strategies. Staff will volunteer to lead demonstrations.	Short digital demonstrations are delivered regularly at lunch. They will be teacher led for those who wish to upskill on a given resource. This will lead to increased staff engagement and participation. It will demonstrate evidence of new digital tools or strategies being adopted in classrooms.	Amy Staff memenrs	2026	Action Ongoing

MONITORING & EVALUATION PROCEDURES

How are we going to monitor our progress? Do we need to make adjustments? Have we achieved our target(s)? How do we know?

Progress:

We will continue to develop the actions listed above if ongoing is stated.

- **Digital Learning Committee Reports.**
- **Staff Meeting Updates/ Monday Memo:** Dedicated slots in staff meetings/ staff memo allow for ongoing discussion, tutorials, and feedback on digital initiatives.
- **Action Tracking:** Each action in the plan includes a status update (e.g. "In progress," "Action complete"), which helps monitor implementation timelines and completion rates.
- **Event completion:** Planned events including guest speakers and Oide workshops were completed.

Adjustments:

- The main adjustment to our plan was deciding to forego a digital portfolio for our Transition Year students. Instead First Year Digital Portfolios classes have been considered.
- Staff Bulletin will be introduced in September 2026 from the beginning of the year.
- Attendance at Teach Meets was poor. It will be trialled again in September and if not effective an alternate may need to be considered.

Have we achieved our targets?

- **Achieved**, with several actions marked as “complete” .
- **Ongoing actions** – many remain ongoing and will continue into the DLP 2026/2027. They highlight the committee to digital culture which we aim to promote in Coláiste Íosagáin.

How do we know?

- **Evidence from surveys** (e.g. student and teacher feedback on Teams, device access).
- **Demonstrations and training logs** from Oide representative (e.g. use of rubrics, feedback tools).
- **Student engagement** in digital initiatives like Safer Internet Week, debates and poster competitions.
- **Staff engagement:** new Digital Learning Committee members, staff volunteering for year long CPD courses.
- **Feedback from Oide support:** We received positive feedback from Eddrina White (Oide) on the initiatives which had been completed throughout the academic year.