

O'Connell Secondary School

An Edmund Rice School

Digital Learning Plan

Digital Learning Plan



2021-2026

1. Introduction

This document records the outcomes of our the actions we will implement to meet the targets.

current digital learning plan, including targets and

1.1 School Details

O'Connell School is a voluntary Catholic secondary school under the trusteeship of the Edmund Rice Schools Trust. It was founded in 1828. The school is an all boys' school in the heart of Dublin and has an annual enrolment of 250.

1.2 School Vision:

In O'Connell School we provide our students with an enriching learning experience in an atmosphere where they can thrive and develop. We work to support our students academically, socially and emotionally. We believe in the potential of all our students and enjoy watching as they develop into young adults.

In O'Connell School we aim to integrate technology into the students' daily lives. Pupils and teachers will benefit from integrating technology into classrooms to make teaching and learning more effective. Hopefully student engagement will improve. We aim to improve individual learning where pupils can access the curriculum at their own speed. Collaboration will also be encouraged where pupils from the same class, school or even classrooms around the world can work together.

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

- All classrooms have a desktop computer
- All classrooms have access to the internet
- While projectors remain in use in some rooms, all classrooms currently in use/required are now fitted with Smart TVs.
- Chromebooks are available on every floor, with a designated trolley per floor (approximately 25–40 devices per trolley).
- Year Heads, selected post holders, and coordinators have **personal printers** located in their classrooms.
- We have two designated P-Tech Rooms
- In the library there are 2 computers and a projector
- There is a digital camera and a digital camcorder for use in JCT and LCVP.
- In the staff room we have 3 computers, one of which is linked to the photocopier and two photocopiers.
- A number of SEN students use laptops or reading pens (C-Pens).
- We have a school website called www.connellschool.ie. This is in the process of being changed and a new company has been hired to oversee the introduction of this.
- We use social media such as Facebook, Instagram and Twitter and Facebook. These are updated daily.
- Significant improvements have been made to the school's wireless infrastructure, including:
 1. Installation of TP-Link access points in classrooms and the staff room.
 2. Access points range from 2 to 8 prongs, with some delivering 200–300 Mbps speeds.
- Network infrastructure remains the key challenge, with connectivity inconsistencies linked to building layout and class size.
- We use VSWare to record student data, attendance and assessment results. Parents are contacted through the SMS messaging system.
- The **school app** is now the primary method of communication with parents, achieving approximately 85% engagement.
- The school has fully transitioned to digital reporting via the app.
- Every student has a school Office 365 account, enabling access to Microsoft Teams and related tools.

2 The focus of this Digital Learning Plan

A digital learning evaluation is currently taking place in our school by Ms. Lawlor (DLP Post Holder). We are currently evaluating our progress using the following sources:

Digital Learning

A Digital Learning team is currently working together to carry out this full evaluation. This team comprises of Liam Newell (Principal), Derek Hobbs (PTech Co-ordinator), Sean Patterson (IT co-ordinator) and Amy Lawlor. The role of this team is to evaluate our current digital practices and gather information to help develop our Digital Learning Action Plan for the school and future curriculum changes.

Teacher Digital Learning Survey

A Survey Monkey was set up and distributed to all staff. The questions focused on the use of digital technology in the classroom, the impact on teaching and learning and any issues that are arising with available digital technologies that are currently in use.

Key Findings from Teacher Feedback:

- **43%** of classrooms require improved or additional TP-Link access.
- **86%** of existing TP-Links need upgrading to newer, stronger models.
- Only **50%** of staff report adequate classroom connectivity when using devices.
- The **main cause of connection loss** is class size and concurrent device usage.
- **57%** of staff wish to retain a **desktop computer rather than move fully to laptops**.
- Staff identified a **shortage of printing/photocopying resources** for bulk classroom activities
- Staff agreed the new trolley computers are a great help with new course work requirements.

Student Digital Learning Observation

A further observation of students who use any digital devices regularly was carried out by Amy. The observation focused on attitudes to digital technology in the classroom and their use of digital technologies to help with their studies. A group was selected from junior cycle students.

The main observations:

- Laptops (designated to specific student) working but some needed to be updated or replaced.
- One more required for a 3rd year student (issue solved).
- The school ordered two C-Pens, and one is now in use by a specific student. One in storage for future use.
- Connection issues in classrooms (wifi) are causing delays and impacting on completion of work.
- Overall happy with access to devices but some need support.

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

Dimension	Teaching and Learning	Dimension	Leadership and Management
Domain 1	Learner Outcomes	Domain 1	Leading learning and Teaching
Domain 2	Learner Experiences	Domain 2	Managing the Organisation
Domain 3	Teacher Individual Practice	Domain 3	Leading School Development
Domain 4	Teachers Collaborative Practice	Domain 4	Developing Leadership Capacity

One standard and one statement has been chosen from each of the domains above.

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

Standard (Leadership & Management)	Statement(s)
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<u>Domain 1: Leading Learning and Teaching</u> Standard 1: Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching & assessment	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.
<u>Domain 1: Leading Learning and Teaching</u> Standard 2: Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.
<u>Domain 2: Managing the Organisation</u> Standard 1: Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community.
<u>Domain 2: Managing the Organisation</u> Standard 2: 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.
<u>Domain 3: Leading School Development</u> Standard 4: Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education	The principal and other leaders in the school are informed by national policy, and technological developments, and see their relevance to the school.

<u>Domain 4: Developing Leadership Capacity</u> Standard 2: Empower staff to take on and carry out leadership roles	The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities. They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment.
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2.3. These are a summary of our strengths with regards digital learning

Student Survey

92% of pupils have a digital device, with most being smart phones. 100% of these have internet access on their phones. The apps they most commonly use are Tiktok, Snapchat and Instagram. 84% spend a few hours a day or more gaming. 21% said they feel comfortable typing. 96% said they would like to use more computers in their classes and would like to build their IT skills.

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

- Staff will share their expertise in the use of digital technologies in the classroom with colleagues.
- We will focus on getting additional funding for infrastructure through the Digital Learning Framework.
- To maintain existing digital learning infrastructure, we plan to outsource a service contract for on-going maintenance.
- Cloud based storage space for each staff member and student.
- We aim to integrate ICT into every subject more in the coming years and allow time in subject planning for digital learning.
- We aim to provide more access to IT for students use across all curricular subjects.
- We aim to incorporate digital technologies more into our teaching of subjects that are currently on board or coming on board in the area of Senior Cycle Reform.
- Actively use team's ad Office 365 with students n al subject areas.

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 1 and 2 – Learner Outcomes and Learner Experiences				
Standards - Students enjoy their learning are motivated to learn and expect to achieve as learners. Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships Students engage purposefully in meaningful learning activities				
Statements - Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations. Students understand the potential risks and threats in digital environments Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation. TARGETS: Students to be given specific tasks that require the use of digital technologies for their completion. Digital safety module to be completed with all class groups during the school year.				
Targets - Students to be given specific tasks that require the use of digital technologies for their completion. Digital safety module to be completed with all class groups during the school year.				
Actions	Timeframe	Person/Groups Responsible	Criteria for Success	Resources
Create a Culture of Feedback enabled	Sept 2021- December 2024	All Staff	Better learning outcomes. Reported average grade improvement over the two years. Increase in motivation	Microsoft Teams, NUTURE software.

through Technology.			and confidence from students that are disengaged. Improvement in behaviour resulting in a reduction in sanctions.	
To increase the use of ICT and ensure students experience digital learning activities regularly	Sept 2022 – December 2024	All staff	To identify appropriate resources for use in all classrooms JCT to incorporate PowerPoint and Publisher in CBA's and formative assessment Projects to be submitted in digital format	Computer room access Internet access
Digital safety module	Sept 2021	SPHE teacher to deliver	All students will have a full understanding of internet safety and risks associated with internet use.	Lesson plan on internet safety
Introduction of P-Tech	Sep 2021- 2024	All Staff	First year's introduction (Sep 2021- May 2022) Teachers Trained Staff introduction Full implementation Sep 2022 TY Program preparation for 2024	P-Tech Room & Equipment.
Evaluation Procedure Review progress and student's knowledge of internet safety. Survey teachers to evaluate how much digital resource they incorporated into lessons.				

Digital Learning Action Plan (Teaching and Learning)

Domains 3 & 4 : Teachers' Individual Practice & Teachers' Collective/ Collaborative Practice
STANDARD(S): The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills. The teacher selects and uses planning, preparation and assessment practices that progress student learning . Teachers value and engage in professional development and professional collaboration.
STATEMENT(S): Teachers use a range of digital technologies to design learning and assessment activities for their students.

Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning. 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 - To ensure all staff are both competent and confident to use new digital technologies in the classroom as part of their teaching				
Actions	Timeframe	Person/Groups Responsible	Criteria for Success	Resources
Identify relevant ICT courses for continuing professional development.	On-going	All staff	An increase in the number of teachers who are confident to use ICT in their everyday teaching	Computers, projectors and WIFI
Teachers to get involved in peer training to increase the IT proficiency and confidence among their colleagues.	On-going	Volunteer staff who are willing to share expertise	Teachers will increase the use of ICT in the classroom and will identify class appropriate activities and integrate them into their teaching.	Computers, projectors and WIFI
Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	On-going	ICT Co-ordinator and external instructors. All staff	Teachers share information on new websites they find to be of particular use in delivering the curriculum.	Computers, projectors and WIFI
Staff input into digital learning plan.	On-going	All staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	Computers, projectors and WIFI

Evaluation Procedures

Progress will be reviewed annually and the Digital Strategy updated accordingly.

Digital Learning Action Plan – Leadership and Management**Domains 1 & 4: Leading Learning & Teaching & Developing Leadership capacity**

STANDARD(S): Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student Empower staff to take on and carry out leadership roles

STATEMENT(S): 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.
The school understands how access to digital technologies can create divides and how students' social and economic conditions can impact the way technology is used.
The principal and other leaders in the school encourage teachers to take on leadership roles and to lead the use of digital technologies for learning, teaching and assessment, and is willing to distribute significant leadership responsibilities.
They develop organisational structures to facilitate and encourage the sharing of practice and peer mentoring in the use of digital technologies for learning, teaching and assessment

TARGETS: To encourage use of ICT in planning for classes, notify staff of courses that are available and provide access to IT for students within the school.
To develop a practice of sharing expertise and experience of use of IT for teaching & learning amongst colleagues.

Professional Development: All staff competent in the use of classroom computers & projectors and VS Ware for input of exam results.	Ongoing	ICT Co-ordinator and external instructors.	All teachers capable of using ICT for teaching and recording of results. All teachers using their desktop and projector every day.	Computers, projectors and WIFI
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Regular digital learning updates for teachers, new hardware procured, new websites, and new resources.	Ongoing	ICT Co-ordinator and external instructors.	All teachers aware of new resources and hardware in the school and that teachers share information on new websites they find to be of particular use in delivering the curriculum.	Computers, projectors and WIFI
Evaluation Procedures Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in October 2022. An increase in staff and student use of ICT within school will indicate an achievement of targets.				

Digital Learning Action Plan – Leadership and Management

Domains 2 and 3: Managing the Organisation and Leading School Development				
STANDARD(S): Establish an orderly, secure and healthy learning environment, and maintain it through effective communication. Manage the school's human, physical and financial resources so as to create and maintain a learning organisation. Manage, lead and mediate change to respond to the evolving needs of the school and to changes in education				
STATEMENT(S): The principal and other leaders in the school ensure appropriate policies, procedures and safeguards are in place to ensure the protection of individual privacy, confidentiality and the safe use of digital technologies and data for all members of the school community. 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. The board of management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. The principal and other leaders in the school are informed by national policy and technological developments and see their relevance to the school.				
TARGETS: To ensure all ICT facilities are maintained to a high standard and are fit for purpose and updated within resources. To comply with policy and developments as set by the department.				
Develop a digital learning culture within the school.	On-going	All staff	Maintain a vibrant and up to date website. Active involvement of teachers and students in updating the website.	Computers, projectors and WIFI

Develop a digital learning plan and develop a culture of digital learning integration.	On-going	All staff	Creation of and implementation of a digital learning plan. Updated acceptable use policy for internet access and computer use after survey of staff and students. Digital learning update on the agenda at each staff meeting.	Computers, projectors and WIFI
Staff input into digital learning plan.	On-going	All staff	Teachers give feedback at staff meetings on the incorporation of digital learning to the curriculum delivery.	Computers, projectors and WIFI
Evaluation Procedures The digital learning plan will be implemented on an on going basis. Progress will be reviewed every year and this document will be updated to reflect progress made.				

Original Target	Progress Update (2026)
Improve access to digital devices	Chromebook availability significantly expanded with trolleys on every floor
Increase use of digital platforms	Universal Office 365 accounts, growing use of Teams
Improve communication with parents	School app implemented as primary channel, 85% engagement
Develop infrastructure	Wireless upgrades completed, further network work required
Digital reporting	Fully implemented

4 Future Planning & Action plan – Digital Learning Next Phase

Infrastructure and Network

- Continue upgrading wireless connectivity across all areas of the school.
- Replace early-model two-prong TP-Links with stronger, higher-capacity units (previously purchased).
- No more tp-links to be purchased.
- Formal **network testing** carried out by external providers (Junipers and PCs reviewed) proposal awaited.
- Develop a **long-term network map and upgrade plan**.

Devices and Learning Spaces

- Gradual removal of remaining projectors as they fail, replaced by Smart TVs.
- Review and update classroom desktops/laptops in consultation with staff.
- Buy required connections for TV units in some classrooms.
- Phase out designated computer rooms and expand Chromebook trolley provision.

Digital Culture and Practice

- Increase **Microsoft Teams usage** so that all staff and students are actively engaged.
- Progress towards becoming a paperless school for parent communication, permissions, and trips.
- Aim to move from **85% to 100% parental engagement** on the school app.

IT Support and Governance

- Explore the appointment of an on-call Network Administrator on a monthly retainer.
- Ensure IT developments continue to align with Curriculum developments, school budgeting and policy obligations.
- Seek funding grants/Sponsorship etc) where possible for future developments in ICT.

This policy was ratified on ____7/5/26____

Signature: Chairperson of the Board Of Management Gerry Cullen

Date:7/5/26

Signature: Principal & Secretary to the Board of Management Liam Newell

Date:____7/5/26_____