

FRANCISCAN COLLEGE GORMANSTON

ACADEMIC YEAR 2023 / 2024

4TH OCTOBER 2023

Our Digital Learning Plan (To be read in conjunction with the school's ICT Acceptable Use Policy and Remote T&L Policy)

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:

Franciscan College Gormanston is a Roman Catholic school operated and managed by the Irish province of the Order of Friars Minor. The College operates under the trusteeship of the Minister Provincial and Definitory of the Franciscan Province of Ireland. Gormanston College is a voluntary co-educational Catholic school within the free education scheme. Under the trusteeship of the Franciscan Order, with the intention that, over time, the patronage of our school will transfer to CEIST, Catholic patronage body.

In time we will move to a new campus and will cater for much larger numbers of students. For now, we are operating successfully in our existing school building continuing to make as positive an impact on the lives of our students.

The school building is over 60 years old and infrastructurally requires a significant amount of remedial support to maintain it working to a reasonably efficient standard. It is also very costly to maintain.

The DES and Trustees are fully aware of the limitations of the school building and are actively planning for the strategic future direction of Franciscan College Gormanston in tandem with all other relevant stakeholders tasked with bringing a new school build to completion. This is to ensure that our new school, in the 21st century, can manage the demands of population growth, in a building fit for purpose and compliant with legislation, and H&S standards. The current building cannot meet those standards.

The Wellbeing of our students, their progress and positive development is very important to us. Student voice was a key recommendation of the recent whole school inspection in January 2020, and we are determined to involve our students as pro – actively as we can in the life of their school.

The school enrolment is approximately 372 students. The following programmes are available to students – Junior Certificate, Transition Year, Leaving Certificate, and Leaving Certificate Applied Programme. Students with additional needs are welcomed and looked after in our school. Our whole school approach to SEN is inclusive and accommodating. Our programme is based on the Continuum of support framework where school allocation is prioritised to address the needs of the students; it is our priority to offer the greatest support to students with the greatest need. The school supports:

- Three special classes – “Teach Francis” – fully operational unit since September 2018.
- Students accessing special classes have satisfied the eligibility criteria as laid down by the DES and confirmed by the NCSE (National Council for Special Education). The curriculum is tailored to their specific individual needs taking into account the priority areas (as per their student support plans) and personalised targets. Where the opportunities exist to access the mainstream students are encouraged and facilitated to do so.
- The school has established under its mainstream quantum of support a whole school SEN Coordinator, whose responsibility is to provide whole school leadership in the area of SEN and to work collaboratively with the school’s ASD Coordinator.
- The school VS Ware platform is used to promote positive behaviour and to record the achievement of students. Our aim is to promote positive behaviour among students and to affirm those who have made a positive contribution to school life, both inside and outside the classroom. Our further aim is to change the focus away from discipline and focus on positive targets. Students can receive points for their positive behaviour, contribution to their own learning and commitment to the school community.
- The system is a praise led system with all students awarded 100 points at the commencement of each school year. Students can increase their points total throughout the year with end of year prizes awarded at annual prizegiving events.

1.2 School Vision & Mission Statement:

- Franciscan College Gormanston is an educational establishment wherein Catholic values are promoted in accordance with the spirit of St. Francis of Assisi.
- Its aim is to create an environment that is safe, a centre of learning committed to the personal development of each individual student, and where the dignity of all is promoted and cherished.
- It will strive to create accountable and principled students in the Ireland of today and in the wider world, in accordance with our Franciscan tradition for the glory of God and the honour of Ireland.
- We at Franciscan College Gormanston aim to develop students that have the technical and cognitive proficiency to access digital learning appropriately and to use, develop, create and communicate information using technological tools. Students should demonstrate this capability by purposefully applying technology to solve problems, analyse and exchange information, develop ideas, create models and control devices.
- Our vision is to expand on these competencies and knowledge so as to ensure our students have the opportunities to utilise Digital Technologies to enhance their learning. Staff recognise that the use of Digital Technologies is beneficial both to them and to their students and plays a significant role in engaging our students in learning. Our vision also encompasses staff sharing their good practice and collaborating with each other and students.

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

- All classrooms have a projector with internet access. All teaching staff have a school laptop.
- We have two computer room with over 30 computers. We also have a DCG room with a further 25 computers (1 teaching computer and 24 student computers) used for teaching Design and Communication Graphics.
- Our school library is equipped for ICT use and we also have a digital camera and a digital recorder for use in Junior Cycle Classroom Based Assessments.
- We have a number of staff computers, one printer and two photocopiers in the staff workroom.
- A number of SEN students use laptops to support their learning.
- The school broadband is comprised of a combination of wired and wireless service. The school is receiving between 90 and 100Mb broadband but this speed is not being received in all parts of the school at all times. The infrastructure needs to be updated and expanded to have the potential of faster broadband in all parts of the school. This may not be possible at the minute as we are currently awaiting a new school building.
- We have a school website as well as social media accounts.
- We currently use V S Ware to record student data, attendance and assessment results.
- Payments are received electronically via easy payments plus and payments are made electronically via easy payments plus system.
- Teachers have access to Google for Education and its associated apps
- Teachers and students have an @gormanstoncollege.ie account for the purposes of accessing the range of apps from Google

- Teachers and students use Microsoft “Teams”.
- Distance learning as used by school Staff when necessary. In all cases students must use their @gormanstoncollege.ie account to log in. Students are not to use any other account under any circumstances for the purposes of Distance E - Learning within the school.
- The list of applications that will be used for distance learning will primarily be:
 - ✓ Office365, incorporating:
 - ✓ Microsoft Outlook (e-mail)
 - ✓ Microsoft Teams
 - ✓ Microsoft OneNote
 - ✓ Microsoft Forms
 - ✓ Microsoft Stream
 - ✓ Zoom – may be incorporated for live some online classes and assemblies.
- Resources are shared among staff electronically and are shared with students electronically
- Use of other aids such as visualisers
- Access to two ICT rooms

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period (02/19) to (05/19). We evaluated our progress using the following sources of evidence:

Teacher Digital Learning Survey

Online digital survey was carried out among the staff. The main areas of focus were:

- Reflection on learning, teaching and assessment practices
- The use of digital technologies in the classroom
- Professional collaborative review

Student Digital Learning Survey

- Students completed a digital survey to capture their views on digital technologies, including their use within the classroom, how often technology is used and their recommendations as to how we can improve digital technology with the school environment.

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

- Dimension: Teaching and Learning Domains: Learner Outcomes, Teachers' individual practice
- Dimension: Leadership and Management Domain: Managing the organisation

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

Standard	Statement(s)
Students engage purposefully in meaningful learning activities	Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.
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. The Board of Management ensures the provision and maintenance of digital teaching aids and equipment to a good standard. Physical learning spaces have been designed or adapted to harness and optimise the use of a range of digital technologies for learning. We are regularly updating both our physical learning spaces as well as prioritising and updating the range of digital devices, equipment, and infrastructure available to the school. The annual school budget reflects a commitment to upgrading and maintaining our ICT network and infrastructure within the limitations placed on schools along with the generic expenditure costs associated with managing a school budget.

2.3. These are a summary of our strengths with regards digital learning

- Most teachers indicated that they regularly use digital technology to support teaching and learning in their classrooms, where possible.
- A survey of the teachers and students was performed in April/May 2019 and the results are as follows:
 - Over 97% of students indicated that they get the opportunity to use digital technology in school.
 - Over 75% of students indicated that they use digital technology at least once a month with approximately 25% indicating that they use digital technology in school every day.
 - Students currently studying the new Junior Cycle tend to use digital technologies more than students in other year groups.
 - From the staff survey, 75% of Staff indicated that they would be willing to share their expertise in certain areas of digital technologies with other staff as part of our collaborative practice.
- All teaching staff have a teacher laptop, and each classroom is equipped with a projector (interactive whiteboards are available in some classrooms- 7 in total).
- All staff members use V S Ware, and Microsoft Office email. Some staff members use file-sharing and cloud storage.
- All teaching staff have access to the schools' two computer rooms, which are available on a booking system.
- Teach Proinsias have three data projectors with associated staff laptops. They also have laptops for the students. Some of these are laptops that have been obtained as assistive technology for individual students.
- ICT mobile tablets have been purchased to enable teachers to use in class. These were specially purchased to support the implementation of the LC PE subject, formally introduced in 2021.
- Two lecture style studios are also used by the school to support larger groups where appropriate. Generally used for year group assemblies and information sessions. Both have data projectors.
- Dedicated DCG teaching suite with 24 bespoke Pcs.

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

- Purchase additional equipment/upgrade current equipment. These are works in progress. Examples are the Music room, Art room, Careers suite. Upgrading is important for the purposes of CBA's and student work in general. It is also important to identify additional requirements to further support effective teaching and learning practice.
- Utilising the skills of teachers already on staff to disseminate their skills and knowledge to the wider staff. Staff members will provide training in the form of "macro-presentation" frequently throughout the school year.
- Ensure all teachers are confident in the use of apps/digital tools and suggest a teachmeet to share learning experiences with other teachers on the teaching staff.

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 engage purposefully in meaningful learning activities

STATEMENTS: Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.

TARGETS: Teachers will work collectively to design at least one challenging learning activity per term that requires a meaningful use of digital technology.

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?)
- Time will be provided during subject meetings for teachers to develop challenging learning activities. - Teachers in subject departments will create termly challenging learning activities.		- Senior management - All teachers	- Subject meetings will be scheduled, and staff will be notified. - A list of digital learning activities will be shared amongst subject departments on one drive.	- Timetable for subject meetings will be provided. - Shared storage space (one drive) internet access and access to appropriate apps.

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

Online digital learning survey will be carried out among staff and students and results compared with baseline data from surveys carried in May 2019.
An increase in staff and student use of digital technologies within classes will indicate an achievement of targets.

DOMAIN: TEACHERS' INDIVIDUAL PRACTICE				
STANDARD(S): Teachers contribute to building whole- staff capacity by sharing their expertise				
STATEMENT(S): Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment				
TARGETS: Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students. Adequate time will be given for whole staff/ team sharing and collaboration of expertise in certain areas of digital technology.				
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 work in subject departments to support each other in the use of Digital Technologies. - Staff members will provide training in the form of “macro-presentations” (teachmeet) to other staff members throughout the academic year	- Academic years 2023 / 2025 - Academic year 2023/2025	- Subject department groups - Volunteers from the staff.	- During subject meeting teachers will discuss some of the digital resources that may be useful for their subject area. - Short slots of 10-15 minutes (at staff meetings) will enable volunteer staff to share their expertise with other staff members.	- School laptops, internet access. - School laptops, internet access, data projector.

EVALUATION PROCEDURES:

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

An online digital learning survey will be carried out among staff in May 2024. This will allow evaluation of the procedures in relation to sharing of expertise within the staff group.

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:

A database of all digital technology in the school will be developed, this will help with maintenance and future procurements.

The school with the help of the ICT Co-ordinator will develop a process whereby all procurement decisions are underpinned by a learning case that is put forward by staff/subject departments during each academic year.

ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
- A stock- take of the digital equipment available in the school will take place. - Create an online log where staff can put forward learning cases	- Academic year - Annual basis - By May 2024	ICT Coordinator in conjunction with Senior Management	- A review of the working digital equipment will take place. This will include a stock take of equipment available. - A shared file will be available to all staff where they can input	Online database for stock-taking and reporting maintenance issues

for procurement of digital technology and also report any maintenance issues		ICT Coordinator in conjunction with Senior Management	information regarding a learning case for procurement of digital technology.	One drive file, internet access
EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				
An online digital learning survey will be carried out among staff in May 2024. This will allow evaluation of the online database that was created for stock taking and maintenance issues.				