



Christian Brothers School

MOUNTGARRETT, NEW ROSS, CO. WEXFORD

Digital Learning Plan

**Read by
The Board of Management
on 3rd March 2026**



Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

Mission Statement

Christian Brothers School New Ross is a catholic, voluntary co-educational secondary school where students, staff, management and parents together offer a holistic, caring, learning environment. In our pursuit of excellence, we offer a balanced education, where the dignity and uniqueness of each person is valued and respected.

The Edmund Rice Schools Trust (ERST)

CBS New Ross is proud to be a member of The Edmund Rice Schools Trust. The ERST Charter states that the vision of an ERST school is to promote the full personal and social development of students in a caring Christian community of learning and teaching.

This educational approach is based on a holistic vision expressed in the five key elements of:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

All five elements of the charter are incorporated into the development of this plan.

Digital Learning Plan for CBS New Ross

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.

The Digital Learning Plan of CBS New Ross seeks to embed the use of digital technology by students, teachers and the wider school community, to enhance learning, teaching and assessment, within and beyond the classroom.

1.1.1 School Details:

CBS New Ross is a catholic, voluntary co-educational secondary under the patron of The Edmund Rice Schools Trust (ERST) with a current enrolment of 435 students. It is serving the local town and hinterland. It has a staff of 32 teachers, 3 SNAs and 1 secretary, 1 caretaker, 1 groundsman (from a scheme), 1 supervisor, 3 cleaners and student teachers.

1.1.2 Background on what we have done so far:

By June 2024	A&E computers available to school on ad hoc basis. Wifi installed Two trollies with laptops for class of 24 One Computer room with laptops for 24 Each classroom with a computer and visualiser All classrooms equipped with Digital Whiteboard (6 Phillips Interactive Boards, 15 Ideoboards, 1 Samsung Screen without touch capabilities) DCG Room equipped with 20 PCs and 4 laptops 12 Laptops purchased for Learning Support Each student and staff member given school specific email address G-Suite for Education provided to school with use of Google Classroom and Google Drive
January 2025	All teachers provided with school device (ASUS 2-in-1 Expertbook) Classroom computers removed
April 2025	Staff Meeting – unanimous agreement for need of one-to-one devices for 5 th Years 2025-2026
April 2025	Information evening for incoming fifth year parents 7-8pm with Gary from Olive. No parental concerns were raised.

	Cost of device is €649 with the school subsidising €150 per device which will allow families to get a loan of €499.from the Credit Union that is credit-check free.
May 2025	Olive online Store opened and Credit Union loan is available to families Only 2 students out of 79 did not avail of the one-to-one device.
June 2025	SolveIT started with the school with a weekly slot in the school (Thursday afternoons) Internet Network upgrades performed to be able to meet the needs of one-to-one devices
November 2025	Deployment of device for 5th years 2025-2026 hosted by Olive
January 2026	Feedback from staff by 22 January re devices for incoming 2 nd Years and incoming 5 th Years
February 2026	<p>Information evening for incoming fifth year parents 10th February from 6pm to 7pm with Gary from Olive.</p> <ul style="list-style-type: none"> • No parental concerns were raised. • Letter sent to parents confirming that further information would be sent in March with cost of device is €649 with the school subsidising €150 per device which will allow families to get a loan of €499.from the Credit Union that is credit-check free. <p>Information evening for incoming second year parents 10th February from 7:30pm to 9pm with Gary from Olive.</p> <ul style="list-style-type: none"> • At information Evening parental concerns were raised from 5 parents. • Following meeting letter with survey “Parent/Guardian Consultation <i>Proposed One-to-One Device Initiative for 2nd Year 2026–2027</i>” was sent to parents. Final question was: “<i>are you in favour of introducing one-to-one devices for 2nd Year students</i>”. No parent answered “<i>Not at this time</i>” • Cost of device is €649 with the school subsidising €150 per device which will allow families to get a loan of €499.from the Credit Union that is credit-check free.

1.2 School Vision:

Wise, efficient, effective, ethical, responsible and balanced use of digital technology will:

- Increase student engagement.
- Enable students to take responsibility for their learning.
- Enhance the quality of their experiences and outcomes.
- Develop students’ key skills, empowering them to adapt to and cope with the demands of a rapidly developing digital age.
- Prepare students for further study, work and beyond.
- Prepare students for ethical use of digital technologies including the use of AI.
- Teachers will model effective, efficient, wise and balanced use.
- Teachers will collaborate effectively with colleagues and students to share good practice.
- School management will support teachers and students alike on their digital journey.

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

- All staff and students have access to and use a Google account.
- All staff use a school provided device, Asus 2 in 1 Expertbook
- All 5th Year students are using Asus 2-in-1 laptop.
- Two trollies with 24 laptops are available for teaching staff to use with the remaining students in the school.
- One computer room with 24 Laptops is available for teaching staff to book.
- All classrooms are fitted with interactive Screens which are connected wirelessly to the teacher’s device.
- Our school website, school MIS (VSware) and school socials are used to communicate school news and information.
- Staff share expertise with each other during scheduled meetings with staff digital champions and informal meetings

- There are many other areas where digital technologies are in use but on a smaller scale. For example, music technology for leaving cert students, mini companies, research for CBA's in junior cycle, DCG and Graphics, etc.

2. The focus of this Digital Learning Plan

An area that we have identified as a priority is the upskilling of teachers and students alike. Since the rollout of 5th Year devices we have seen a need to educate students on the basic computer skills such as file management. As for teachers, a collaboration to identify what works well and how to use certain programmes and processes is needed.

We evaluated our progress using the following sources of evidence:

- Microsoft Form distributed to staff to collect data regarding rollout to next years 5th years and 2nd years.
- Informal conversations among staff regarding digital skills
- Meetings amongst the Digital technology team to take place
- Meetings with principal, deputy principal and IT coordinator
- Informal discussions with staff members

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

Dimension: Teaching and Learning

Domain 4: Teachers' Collective/Collaborative Practice

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

Standard	Statement(s)
Teachers contribute to building whole-staff capacity by sharing their expertise.	<ul style="list-style-type: none"> ● Teachers collaborate in determining how digital technologies can be used effectively for teaching, learning and assessment.
Students experience opportunities to develop the skills and attitudes necessary for lifelong learning	<ul style="list-style-type: none"> ● Students have opportunities to apply their digital competence in new situations or contexts and have an age appropriate understanding of how digital technology can support lifelong learning.

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

- Our school demonstrates a strong commitment to the effective integration of digital technologies to support teaching, learning and assessment.
- All teachers have been provided with new digital devices, ensuring equitable access to technology and enabling staff to confidently plan, deliver and assess learning using digital tools. This investment supports consistent and innovative classroom practice across the school.
- There is strong support from the parent community, particularly among parents of current fifth-year students, who clearly recognise the need for one-to-one digital devices to support student learning, engagement and preparation for future learning environments.
- Teachers are actively developing and implementing the ethical and responsible use of digital technologies. This includes promoting digital citizenship, online safety and responsible behaviour, ensuring students use technology in a safe, respectful and purposeful way.
- The principal, deputy principal and IT coordinator play a key leadership role in encouraging the meaningful use of digital technologies across the school. They actively support teachers in enhancing their learning, teaching and assessment practices through digital tools and foster a culture of collaboration and professional sharing. They recognises the value of individual teachers' expertise and innovation and this is reflected in the sharing of effective digital practices across 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 for CBS New Ross

DIMENSION: Leadership and Management				
DOMAIN: Teachers' Collective/Collaborative Practice				
STANDARD(S): Teachers collectively develop and implement consistent and dependable formative and summative assessment practices. Teachers contribute to building whole-staff capacity by sharing their expertise.				
STATEMENT(S): (from Digital Learning Framework)				
<ul style="list-style-type: none"> Teachers develop and implement the ethical use of digital technologies to gather, share and interpret relevant data on student learning with colleagues. Teachers use digital technologies to design and develop a range of appropriate authentic formative and summative assessment practices. 				
TARGETS (what we want to achieve)				
<ul style="list-style-type: none"> To enhance the confidence amongst both staff and students to use 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?)
<ul style="list-style-type: none"> Establish a student digital leader team with pupils from 5th Year. 	<ul style="list-style-type: none"> March 2026 	<ul style="list-style-type: none"> IT Coordinator Martyn Gladney 	<ul style="list-style-type: none"> To have a team of pupils who are confident at using technology and teaching other pupils skills needed to become confident also. The students fill out a questionnaire which will give a good indication as to their digital knowledge. 	<ul style="list-style-type: none"> Questionnaire
<ul style="list-style-type: none"> Assess student digital leader competency 	<ul style="list-style-type: none"> March 2026 	<ul style="list-style-type: none"> Digital Leadership Team 	<ul style="list-style-type: none"> Clear understanding of current skill level 	
<ul style="list-style-type: none"> Identify strengths and areas of concern in relation to Office 365 key apps among teachers 	<ul style="list-style-type: none"> Easter Break 2026 	<ul style="list-style-type: none"> Teachers, Digital Leadership Team 	<ul style="list-style-type: none"> Clear profile of staff proficiency 	<ul style="list-style-type: none"> Microsoft Form
<ul style="list-style-type: none"> Visit a Microsoft school on fact finding mission 	<ul style="list-style-type: none"> Easter Break 2026 	<ul style="list-style-type: none"> IT Coordinator, Martyn Gladney Deputy Principal, Barry Fitzpatrick Digital Leader, Joe Bridges 	<ul style="list-style-type: none"> Visit completed with key observations recorded 	<ul style="list-style-type: none"> Travel arrangements Time allocation for staff to attend

			<ul style="list-style-type: none"> ● Clear understanding of best practice in Microsoft aligned school ● Identification of strategies, tools and approaches that can be adopted locally 	<ul style="list-style-type: none"> ● Follow up meeting time to review findings
<ul style="list-style-type: none"> ● Establish staff champions team to build staff capacity by sharing their expertise 	<ul style="list-style-type: none"> ● Easter Break 2026 	<ul style="list-style-type: none"> ● Digital Leadership Team 	<ul style="list-style-type: none"> ● To have a team of teachers who are confident in the use of key 365 apps willing to share their knowledge and expertise with other staff members ● Regular Skill Sharing workshops scheduled ● Clear role descriptions for champions ● Increased staff confidence and competence demonstrated over time 	<ul style="list-style-type: none"> ● Questionnaire ● Time allocation for planning and training ● Management to accommodate time for champions to facilitate workshops
<ul style="list-style-type: none"> ● Establish a working group to design a digital literacy programme for 2nd year students 	<ul style="list-style-type: none"> ● June 2026 – Working group established ● August 2026 – Draft programme developed and shared at staff meeting ● September 2026 – Pilot elements of the programme ● End September 2026 – Review and refine as necessary 	<ul style="list-style-type: none"> ● IT Coordinator, Martyn Gladney ● Deputy Principal, Barry Fitzpatrick ● Digital Leadership Team / volunteer teachers 	<ul style="list-style-type: none"> ● A structured digital literacy programme for 2nd years developed ● Programme communicated to staff at August meeting ● Agreed teaching resources and formative assessment approaches in place ● Feedback gathered following pilot implementation ● Adjustments made based on review 	<ul style="list-style-type: none"> ● Time for planning and collaboration meetings ● Microsoft 365 tools for shared planning and resource storage ● Leadership support for piloting and review

EVALUATION PROCEDURES:

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

Progress will be monitored and reviewed by the IT Coordinator, Digital Leadership Team, Deputy Principal and Principal.

Evaluation will be based on:

- Baseline and follow-up questionnaires
- Feedback from staff meetings and Digital Leadership Team meetings
- Evidence of collaborative digital practice
- Observation of the effective use of agreed digital tools

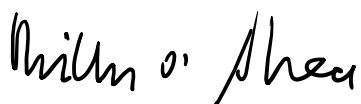
Progress will be measured against the **Criteria for Success** outlined in the Action Plan.

Formal review will take place at the end of the academic year.

Where targets are not fully achieved, adjustments may include additional CPD, targeted workshops, refinement of roles, or external support.

All progress and any modifications will be documented and reported to School Management and the Board of Management.

This Digital Learning Plan was read on the date noted below and will be reviewed each year.



Signed:

Mr Billy O'Shea, Chairperson of Board of Management

Date: 3rd March 2026



Signed:

Ms Sarah Rice, Principal

Date: 3rd March 2026