Presentation Secondary School Clonmel

Digital Learning Plan

2025-2026

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.

1.1 School Details:

Presentation Secondary School Clonmel is voluntary secondary school which caters for students of all religions and backgrounds in accordance with current equal status legislation.

1.2 School Digital Learning Vision:

Presentation Secondary School Clonmel envisions a future where digital technologies are seamlessly integrated into our educational framework, fostering interactive and personalized learning experiences. Over the next 3-5 years, students will become self-directed learners, while teachers will adopt a facilitative role, providing learner-centred guidance and feedback. Our school aims to develop policies for the safe and ethical use of digital technologies, supporting inclusion and individual learning needs, ultimately preparing students for higher education and the working world.

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

Programmes: Teaching, Learning, Assessment, and TPL

- Coding offered as a Junior Cycle Short Course
- Computer Science offered as a Leaving Certificate subject
- LCVP offered as a Leaving Certificate subject
- Games and Animation courses/classes offered
- Creative Computing courses/classes offered
- Digital Technologies Channel on Teams used for sharing of TPL resources
- Majority of Classroom Based Assessments are completed using digital technologies
- Sharing of classroom notes, assessments, and resources via Teams and OneNote to promote inclusivity
- Digital Portfolio (FADP) being embedded by core team

- Extra-curricular: SciFest, BT Young Scientist Student Media Team etc.
- Strong support for teacher CPD in Digital Technologies
- VS Ware is used as the school's Management Information System (marking attendance, timetabling, communicating with parents, access to exam reports etc.)
- All staff, students, ancillary staff, and members of the Board of Management all have "@presclonmel" email addresses.
- Presentation Clonmel is a Microsoft School
- Teams, OneNote, OneDrive, Office, Outlook, and CoPilot are used daily by all members of the school community
- Use of school led Webinar Series to connect with wider Presentation community to support Wellbeing.

How does technology effectively support in your school currently with regard to Teaching, Learning and Assessment?

Hardware Overview:

- Each member of staff has their own digital device to aid in Teaching, Learning and Assessment.
- All classrooms are equipped with a projector, projector screen and speakers.
- There are two fully equipped Computer Labs and a Coding Lab available to all teachers on a timetabled basis
- Two portable "Joey" Trolleys, equipped with up to 30 laptops in each available to all teachers, and to students who do Evening Study.
- Visualisers available to staff members
- 4 high spec photocopiers/printers available to staff and students
- Principal and Deputy Principal are equipped with personal digital devices and colour photocopiers/printers.
- Receptionist and Secretary are equipped with personal digital devices and colour photocopiers/printers.
- Large touch screen Smart Television available for us for all members of staff.
- Wired sound system in the Assembly Hall for use by all members of school community.
- Portable P.A available for all members of staff
- See Appendix A for more details

Communication and Collaboration

- VS Ware is used as the school's Management Information System (marking attendance, timetabling, communicating with parents, access to exam reports etc.)

- All staff, students, ancillary staff, and members of the Board of Management all have "@presclonmel" email addresses.
- Presentation Clonmel is a Microsoft School
- Teams, OneNote, OneDrive, Office, Outlook, and CoPilot are used daily by all members of the school community
- Use of school led Webinar Series to connect with wider Presentation community.
- The school website is www.presclonmel.com and is updated regularly with news, articles, and policies.
- The school has social media accounts with Facebook, Instagram, X, and TikTok where information, images and news is posted daily.

Teaching, Learning and Assessment

- Highly skilled members of staff
- Great sense of collaboration and sharing of Digital Resources
- Digital Technologies Channel on our Staff Team,
- Majority of CBAs are completed on computers
- UDL
- Inclusivity
- Every staff member has a laptop/email, every student has an email, access to Microsoft
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Student Programmes

- Computer Science
- Coding
- Games and Animation
- Creative Computing
- Digital Portfolios
- LCVP
- FADP with Transition Years,
- Classes timetabled for Computer Room
- External competitions – BT Young Scientist, SciFest
- Student Social Media Team,
- 1:1 Devices Rollout (September 2026)

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

- Full scale upgrade of Wifi Network during July 2025
- Upgrading of printing system to PaperCut Hive Cloud Printing
- Move to go sever free by September 2026
- See Appendix A for Digital Audit 2024/2025

1.5 Brief account of the school's management structures that support digital technologies in the school

- Digital Strategy Team led by AP1 Post Holder
- I.T Coordination led by AP1 Post Holder
- Updates on the Digital Strategy at every staff meeting
- Updates on the Friday Flyer
- Digital Strategy Team Meeting once a term
- CPD for Digital Technologies
- Contracted support from Solve I.T
- Contracted support from EuroTech
- Sustained support from OIDE Digital Technologies (2025)
- Support from OIDE FADP (2025)

2. The focus of this Digital Learning Plan:

We undertook a digital learning evaluation in our school during the period September 2024 to March 2025. We evaluated our progress using the following sources of evidence:

- Staff digital skills survey
- Student digital learning experience survey
- Review of the 2024–2025 Digital Strategy Team minutes
- Department-level consultations
- Feedback from SEN and SNA teams
- Analysis of usage data from Teams, OneNote and digital submissions

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

- Increased use of Office 365 across staff and students, with all teachers now using Teams, OneDrive and OneNote for resource sharing and submissions.
- Complete migration away from terminal server to cloud-based storage by September 2026 including print facilities..
- Two computer labs and one coding lab fully integrated into timetabled teaching and two laptop trolleys to facilitate Junior and Senior College needs.
- Coding embedded in Junior Cycle.
- Teacher-led CPD delivered internally, creating strong collaborative practice.
- CBAs being completed digitally across most subjects.
- Digital Portfolio (FADP) embedded in TY with OIDE support.
- Increased participation in SciFest, digital extracurriculars and BT Young Scientist.
- Positive culture of sharing digital resources among staff.

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

Based on staff/student consultation, the Digital Strategy Team has identified the following priority areas for 2025–2026:
Whole-school Focus:

1. Strengthening the quality and consistency of digital assignment workflows on Microsoft Teams, with a particular emphasis on:
   - use of success criteria
   - feedback and marking tools
   - student reflection and resubmission
   - accessibility/UDL supports

2. Developing student digital literacy and independence, especially for the upcoming 1:1 device rollout in September 2026.
3. Supporting staff to deepen pedagogical use of digital tools, not just administrative use.
4. Improving digital inclusion, ensuring SNAs and SEN teams have tailored processes and tools.

3. Digital Learning Action Plan

Dimension: Leadership & Management	Domain: LEADING SCHOOL DEVELOPMENT

Standard: 1.4 Foster teacher professional development that enriches teachers' and pupils' learning

Statement(s) of Practice: The principal and other leaders in the school support teachers' continuing professional development to develop teacher competence in the use of digital technologies, to support high-quality teaching and learning.

TARGET(S): Increase staff confidence and competence in using Microsoft Teams to set assignments with success criteria, moving from our baseline to 80% confident/very confident by April 2026.

Actions break down the steps necessary to achieve the above target(s) over the next 9-12 months. They should be SMART - specific, measurable, achievable, realistic and timebound.

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?
Create DLT (Digital Learning Team) and assign staff to each member	Invite four teachers to join the new Digital Learning Team. They will meet with the staff they are mentoring. They will help these staff with the DLP 25/26.	JW and T'OL	Aug/Sep	Yes
Staff will be made aware of the DL target 25/26 during staff meeting	All staff can know what the target is – PowerPoint presented in the first staff meeting and time given for groups to meet.	T'OL and DLT	Sep	Yes

Make short 8 min or less tutorial videos for staff on 'how to 'or the use of Teams for setting assignments	2/3 short screen tutorials are made that staff can access on Teams to watch and rewatch in their own time.	T'OL	Sep/Oct	Yes - Two term videos completed
Teaching staff set 3 pieces of work on teams, One during term one, one during term two and one during term three.	Staff successfully upload 3 assignments.	All teaching staff	Sep-April	Most staff have completed set one assignment as of term one.
Teaching staff review the work handed up by class group on Teams assignment and give feedback digitally. This feedback can be formative or summative	Students get feedback on their assignment in a timely fashion through digital means.	All teaching staff	Sep-April	Individual staff reflection to be completed at the end of each term.
Log in at Lunch time	Students meet their peers at break to get help with attaching and uploading work to Teams assignments and then turning it in.	3-4 Student digital mentors (TY Dreamspace team – part of their in four in-school goals)	January-April -once weekly at break	To be arranged in 2026.
Differentiated teach meets to help staff with digital skills	Beginner and intermediate teach meets held by DLT on how to set assignment on Teams and how to give feedback. Three or more staff attend these teach meets.	DLT	One in the morning and one at break in term two and term three to focus on Tier 2 and of plan.	To be arranged in 2026.

DEPARTMENT 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?
All teaching staff	Use Microsoft Teams as a platform for assignment distribution and submission.	- All subject departments consistently use Teams for distributing resources and assignments. - Students access and submit work through Teams in all subjects.	- All Subject Teachers - Subject Department Convener - Digital Strategy Team	2025 – 2026 Academic Year	To be completed

		• Reduced fragmentation across platforms.			
All teaching staff	Provide assignment success criteria in accessible formats (rubrics, checklists, exemplars).	• All assignments published on Teams include clear success criteria. • Students demonstrate improved clarity in expectations and quality of submissions. • Increased consistency of assessment across departments.	• All Subject Teachers • Subject Convener • Teaching & Learning Team	2025 – 2026 Academic Year	To be completed
All teaching staff	Implement UDL-aligned digital practices to support diverse learners.	• Teachers may use Immersive Reader, Dictate, subtitles, and accessible formatting. • Students with additional needs engage more independently in learning. • Increased use of assistive tools noted across subjects.	• All Subject Teachers • SEN Department • Digital Strategy Team (training/support)	2025 – 2026 Academic Year	To be completed
All teaching staff	Prepare students for the 1:1 device rollout in September 2026 by enhancing independence in	• Students demonstrate competent use of Microsoft 365 tools independently.	• All Subject Teachers • Year Heads • Digital Strategy Team	2025 – 2026 Academic Year	To be completed

	navigating digital tools.	• Digital literacy tasks embedded across Junior & Senior Cycle. • Readiness checklist completed prior to school-wide rollout.	• IT Coordinator		
SNA department	SNAs will support the students in their care by developing confidence and competence in using Microsoft Teams. This includes being able to access assignments, view and explain success criteria/rubrics, assist students in uploading work, and navigate OneNote and other essential digital tools	• SNAs can independently access and navigate Microsoft Teams, including Assignments and Class Notebook. • SNAs demonstrate confidence in guiding students to submit assignments, view feedback, and understand success criteria. • Students supported by SNAs show improved independence in completing and submitting digital work. • Consistent use of digital tools is observed during learning support sessions	• SNAs (skill development and student support) • SEN Coordinator (training, guidance, monitoring) • Digital Strategy Team / IT Coordinator (provide training, resources, troubleshooting)	Academic Year 2025-2026	To be completed

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?

To ensure effective implementation of the Digital Learning Plan, the following monitoring and evaluation processes will be carried out throughout the year:

How are we going to monitor our progress?

- Regular review by the Digital Strategy Team at each termly meeting.
- Ongoing feedback from staff, students, SNAs and SEN Department regarding the effectiveness of digital practices.
- Monitoring of Teams assignment usage, including success criteria, feedback tools, and student submissions through staff forms.
- Observation of digital practices through departmental planning reviews.
- Tracking engagement with CPD and follow-up implementation in classrooms.
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Do we need to make adjustments?

Adjustments will be made when:

- Staff or students identify gaps in confidence or consistency.
- Data from surveys or assignment analytics indicate areas needing improvement.
- SEN/SNA feedback shows accessibility or support issues.
- New technologies or school initiatives (e.g., 1:1 device rollout) require revised actions or resources.
- Targets are not being met within set timeframes.
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Any adjustments will be documented in Digital Strategy Team minutes and communicated to staff through the Friday Flyer or staff meetings.

Have we achieved our targets? How do we know?

We will know our targets are achieved when:

- Staff confidence levels (measured via pre- and post-implementation surveys) show clear improvement.
- A minimum of 40% of teachers consistently include success criteria in Teams assignments.
- Students report increased clarity and independence in completing and submitting digital work.
- SNAs demonstrate competence in supporting students with Teams and digital workflows.
- Evidence of improved digital literacy and organisation is visible in student work, OneNote notebooks, and Teams submissions.
- Department reviews confirm consistent use of agreed digital practices.

Quantitative data (forms and surveys, assignment analytics) and qualitative data (feedback, observations, focus groups) will be used to determine final target achievement.