Ballinrobe Community School
Digital Learning Action Plan

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:

Ballinrobe Community School is a co-educational post-primary school, with a current enrolment of 650 students. Trusteeship of the school is shared by Mayo, Sligo, Leitrim Education and Training Board (MSLETB) and the Sisters of Mercy (Western Province). The school plays a central role in the life of the community and students are drawn from a wide geographical area surrounding the town.

Ballinrobe Community School was founded in 1990 with the merging of three educational units which were The Sisters of Mercy, the VEC and The Christian Brothers.

1.2 School Vision:

Ballinrobe Community School's vision for the digital learning plan commences with highlighting the importance of Digital Literacy amongst the school community. We aim to have a staff and student community who are digitally literate who will engage actively with technology and who will become independent and active learners. Teachers will share effective pedagogical approaches, effective assessment and effective feedback tools for learning. Or aim is that all stakeholders will be able to access digital technology in an ethical and responsible manner so that teaching, learning and assessment can take place. Management continues to value the importance of digital training in our school community and provides the necessary support and infrastructural changes which assists with the vision as set out in our digital strategy.

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

- All classrooms have an interactive projector and a desktop computer with internet access.
- We have three staff computers in the staffroom with one printer/photocopier.
- The school broadband is comprised of a combination of wired and wireless service. The school receives 100Mb broadband in most classrooms in the school and this infrastructure is to be updated and expanded to cover all parts of the school.
- Whole school deployment of ICT devices for teachers and sets for students was achieved in 2016 – 2017.
- We have migrated to Office 365 and rolled it out in 2017 and all teaching staff have a surface pro laptop to support the widespread use of Office 365 tools.
- We use VSWare to record student data, attendance and assessment results.
- Payments to be made to the school by outside agencies or stakeholders are received electronically via EasyPay.
- We have a school website, Facebook page, Twitter account and a school app that is regularly updated.
- We have 50 Windows Surface Pros for students in trolleys.

- We have 25 Windows Notebooks for students in trolleys.
- We have 24 computers and A3 printer, A3 scanner, visualiser in the senior DCG room. The software available is Solidworks which is a 3D modelling program.
- We have CNC lathe and a CNC milling machine in Engineering rooms.
- A number of SEN students have laptops to support their learning. One student in the school has a visual impairment so requires a laptop with software including Duxbury (Braille), ZoomText and the use of a Visualiser.
- We have dedicated SEN resource room, with five computers.
- We have recently bought ten Micro:bits for Computer/Coding club.
- We have five computers in the Music room with specific music software.
- We have three network computers in the Art room for research purposes.

2. The focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during the period of November 2018 to January 2019. We evaluated our progress using the following sources of evidence:

Digital Learning Group Formed

We established a focus group to work on the digital learning plan. The group includes:

- William Culkeen (Principal)
- Mark Flynn (Languages)

- Michelle Reddin (Engineering/DCG)
- Rita Feeney (Computer Studies)
- Anne King (Maths/IT Administrator)
- Laura Dwyer (Business)
- Theresa Hopkins (Science)
- Stephanie McManamon (English)

Regular meetings were scheduled to evaluate our current digital practices and gather information from staff to help develop our Digital Learning Action Plan.

- **<u>Whole School Teacher Feedback</u>**

During our December 2018 staff meeting, we gathered feedback from all staff using Mentimeter. The main areas of focus were asking open ended questions on:
- ➢ How would you like to see digital technologies promoted in our school?
- ➢ How we can develop digital technologies into Teaching & Learning within our school?

During our January 2019 Digital Strategy meeting we created a survey to ascertain the digital knowledge and training requirements of the whole staff. The questions asked were as followed:

1. Do you use your surface pro?

2. What is your opinion about each teacher having a surface pro?

3. Do you use the following technologies in your classroom?

Desktop Computer	Projector	Email	Websites	Cloud storage	Mobile device	PowerPoint

4. How often do you use your surface pro?

Daily	Weekly	Never

5. What EXACTLY do you NEED to improve on your present digital technology skill levels?

6. Do you communicate digitally with staff? IF YES please state how you communicate?

7. Do you communicate with students digitally? IF YES, please state how you do this?

8. Please rate your knowledge and use of Microsoft Word

9. Please rate your knowledge and use of Microsoft PowerPoint

10. Please rate your knowledge and use of Microsoft Excel

11. Please rate your knowledge and use of Microsoft One Note

12. Please rate your knowledge and use of Go Pro

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

Domain 4: Teachers' Collective/Collaborative practice.

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

Standard	Statement(s)
Teachers value and engagement in professional development and professional collaboration	Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD.

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

- Ballinrobe Community School have invested in digital technology and each year has adding to its number Surface Pros
- Ballinrobe Community School is developing a strong Digital technology support structure with members on the team representing different department within the school
- The staff at Ballinrobe Community School have a positive attitude towards digital technologies in the classroom and are eager to learn more
- Many staff members at Ballinrobe Community School are very proficient in digital technologies and we have the capacity to provide a lot of inhouse training/CPD to teachers
- Staff members at Ballinrobe Community School with confident skills are enthusiastic and willing to share their ideas and resources with colleagues

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

- Each member from the digital leader group (mentors) from each department offer training and support to colleagues and encourage the rest of their departments to use digital technologies to aid teaching and learning
- Mentors from each department are to communicate progress reports to the digital strategy team via email

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**

DOMAIN: Domain 4 – Teachers' Collective/Collaborative Practice				
STANDARD(S):	Teachers value and engagement in professional development and professional collaboration			
STATEMENT(S):	Teachers engage actively and productively with a variety of CPD providers including organised school-based CPD			
TARGETS: (What do we want to achieve?)	Whole staff to increase their confidence in using digital technology with the focus on Microsoft Office 365 which was introduced this year.			

ACTIONS	TIME FRAME	PERSONS/GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES
Develop a group of trained members from Digital Leader group to become peer trainers in ICT tools e.g. Notebook, PowerPoint, Go Pro	Continue training of group which will recommence December 2018	The Digital Leaders	Each Digital Leader is assigned a group of mentees that require training in the area the Digital Leaders are proficient in. Recorded in Digital Plan.	• Management support • Croke Park hours • Surface Pros • Computer lab • Observation classes • Projectors • Wi-Fi
Create and circulate a teacher survey to identify the specific digital needs of staff.	Week 2 – January 2019	Mark Flynn Michelle Reddin	Survey completed by all staff.	• Office 365 Forms • Surface Pro's • Wi-Fi
Analyse data from survey.	Week 3 – January 2019	Mark Flynn Michelle Reddin Rita Feeney Anne King Stephanie McManamon	Data presented in a Spreadsheet and presented to management.	• Excel • Office 365 Forms
Digital Leaders provide differentiated training to targeted groups	Week 2 – February 2019	Digital Leaders	Increase in the % of teachers using digital technology specific to their needs.	• Surface Pros • Data Projectors • Go Pros

EVALUATION PROCEDURES:
(How are we progressing? Do we need to make adjustments? How we achieved our targets?)
Mentor teams were developed to share their expertise on software applications with a small group, or one-to-one with mentees. This supported staff members who felt unskilled in certain areas. Confidence was increased when they knew they had the name of a person to approach regarding any issues with a software application. At each staff meeting, whole school were kept up to date with the Digital Strategy within the school and an opportunity for staff to express any concerns. The Digital Strategy is on-going in our school.