

St. Columba's College Stranorlar



Digital Learning Plan

March 2026

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1. Introduction and Rationale

1.1 Mission Statement and Ethos

St. Columba's College is a Catholic Voluntary Secondary School in the trusteeship of CEIST and is committed to the pursuit of excellence in a caring environment. Inspired by the vision of Catherine McAuley, we are dedicated to the holistic development and achievement of the full potential of each student, particularly those who are disadvantaged or marginalised. This process is informed by the teaching and example of Jesus Christ and is conducted in an atmosphere of care, respect, and joy.

1.2 Rationale

This plan is designed to empower our school community to harness the opportunities of digital transformation while building digital competence in both teachers and learners. It aligns with the **Digital Strategy for Schools to 2027**, ensuring our students develop the digital skills necessary to thrive as global citizens in a technology-enabled world.

2. School Digital Learning Vision

We strive to realise the full potential of our students through purposeful engagement with digital technologies to enhance teaching, learning, and assessment. Our goal is for all members of the school community to become engaged, creative, and critical thinkers, active learners, and knowledge constructors. Students will leave St. Columba's as confident, creative, and productive users of new technologies.

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

- Staff members who are continually developing digital technology skills and knowledge and are willing to share this knowledge and effective practice
- All staff are currently engaging in the use of digital learning platforms (Google Classroom) to enhance their teaching and learning on a daily basis.
- We currently have a wired LAN throughout the school which enables teachers to use ICT to enhance their lessons
- We currently have a fully functioning WI-FI network installed in our entire school.
- Staff have undergone numerous training sessions on the new relevant technologies been used through the school community.

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

- The school has cabled Local Area Network (LAN) with high speed broadband.
- The School has high speed WiFi installed in the main buildings and additional WiFi network in all prefab buildings and external classrooms.
- Computer rooms: There are 3 computer rooms in the school each of which is equipped with 30 desk top machines with access to the student network, a 75 inch TV and an A4 colour printer. Each computer room also has computer monitoring software installed so that the teachers can monitor all the student computers in each room. Each room is also equipped with deep freeze software.
- Student Chromebooks : There are 3 trollies with 30 Chromebooks each which are hooked up to the Student WiFi network , for use by the student population.
- DCG room: There are 25 desktop computers with connections to the student network provided in this room for student work on their DCG projects. These machines are also used for careers classes. There is also an A3 colour printer, A4 black and white printer, an A3 colour scanner and a Laser projector in this room.
- Music Room: There are 5 desk top computers connected to the student server for student to do research and access resources for their music classes.
- General purpose class rooms. Every classroom is equipped with 2 LAN connections, a Data projector and wall mounter speakers.
- Staff room: There are two desk top computers and a black and white printer provided in the staff room for staff use, and there are also additional LAN sockets for staff to connect their lap tops if they wish to work there.
- Staff Laptops: All teaching staff in the school are provided with a school lap top, with access to the school ADMIN network.
- Visualisers: Present in all practical rooms where demonstrations are required, 3 HE rooms, 3 Woodwork rooms, DCG room, TG room, 3 Science labs and Metalwork room (Teachers may need to bring to different classrooms if they use more than one room).
- Year Head Office: There is a desktop computer and printer with access the ADMIN network provided in this office.
- Coordinators Office: There is a desktop computer and printer with access the ADMIN network provided in this office.
- IT Office: There is a desktop computer which is used to control the schools heating system, and a Desktop computer hooked up to the schools ADMIN network for the schools IT Coordinator and School external IT support to use while fixing issues with the Admin network and staff laptops.
- Additional Needs Office: This office has a desktop computer and black and white printer, It also has 12 Ipads which are used with the JCSP students.
- Ms Holmes Classroom: There are 6 desktop computers in this room for LCA and JCSP use. These are connected to the student network so students have access to the student servers and printers. There is also a wireless WiFi extender in this room which is used in conjunction with the student laptop trolley which has 22 laptops in it. This is used mainly by the LCA and JCSP students where they can gain access to the student network and printers.

- School Management Offices: There is a desktop computer and printer with access the ADMIN network provided in this office.
- Google Classroom been used throughout the school to further engage with the students in a meaningful digital learning environment.

3. The Focus of this Digital Learning Plan

We undertook a digital learning evaluation in our school during from 2021 to 2025. We evaluated our progress using the following sources of evidence:

The main Focus of the Schools Digital Learning plan for the past 4 years has been upgrading and installing all the hardware and software required by a modern progressive school, with an emphasis on embedding Digital Learning in our everyday teaching and learning.

- Upgrading of Student Computer Rooms including the DCG room.
- Upgrading of Staff Laptops.
- Providing additional ICT resource for the student population of the college.
- Embedding of a digital learning platform in every day Teaching and Learning.
- Roll out of the FADP initiative with TYs and LCAs.

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

- Installation of a fully functioning fit for purpose school wide WiFi network.
- Installation of replacement Data Projectors.
- Roll out of school wide G-Mail addresses for all students.
- Introduction of Google Classroom as an educational learning platform.
- The use of Google Forms as a means of formative and summative assessment.
- The integration of a cloud-based booking system for all mobile ICT devices.
- Upskilling of staff and students on the use of ICT in the classroom.

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

- Accessibility and use of school-wide wireless network.
- Upgrading of Teacher Laptops, and refurbishment of old laptops for use by students and substitute teachers.
- Continued use and development of skills for cloud-based applications for distribution of class notes and resource (Google Classroom).
- Backup and recovery of the school servers and of teachers own individual data on their own machines.

- Further develop our use of G-Suite for Education, to enable a more secure environment for teachers and students in the sharing of resources, collection of assignments and storage of school related material.
- Further use of Chromebooks by Teachers and the entire student population.
- Visualiser training for teachers who require the use of one in their classroom to help improve and future embed technology into the teachers and students' everyday lives.
- Further embed Digital Technologies into the everyday Learning and Teaching in St Columba's. (Data Projectors, Visualisers, ...)
- Increase teachers' awareness of the importance of online Learning Environments. (Teacher CPD on use for CBAs).
- Further develop the FADP initiative with a roll out to all TY classes and all LCA classes, to help with formative assessment and summative assessment of assigned task.
- To scaffold the use of google forms as a formative assessment tool.
- To begin to explore the possibility of the use of AI based systems as a means of research for project work.
- The use of ICT as an aid in every day teaching of out IPS students.

4. Alignment with National Strategy Pillars

This policy is structured around the three pillars of the national digital strategy:

4.1 Pillar 1: Embedding Digital Technologies in Teaching, Learning, and Assessment

- **Pedagogy First:** We adopt a "pedagogy first, technology second" approach, where technology is used to enhance educational outcomes rather than as a standalone tool.
- **Inclusion & Equity:** We use digital technologies to enhance inclusion and accessibility, particularly for students with additional educational needs (SEN) or those facing socio-economic disadvantage.
- **Teacher Professional Learning (TPL):** Staff are committed to ongoing upskilling to build the confidence and competence required to lead effective digital learning.

4.2 Pillar 2: Digital Technology Infrastructure

- **Maintenance:** We maintain a robust, high-speed wired LAN and Wi-Fi network throughout the school and external classrooms.
- **Resources:** Students have access to dedicated computer rooms, mobile Chromebook trolleys, and specialized DCG equipment to support varied curricular needs.
- **Standardisation:** Every classroom is equipped with standard LAN connections and data projectors to ensure a consistent learning environment.

- **Funding & Compliance:** The school is committed to the transparent and effective use of ICT grant funding. In accordance with [Circular 0014-2026](#), all allocated funds will be spent on infrastructure and equipment that directly supports the goals of this Digital Learning Plan. All procurement will follow national guidelines, including a commitment to Green Public Procurement and environmental sustainability.

4.3 Pillar 3: Policy, Research, and Digital Leadership

- **Ethical Use & Safety:** We promote the safe, ethical, and responsible use of the internet, striving to develop our students as informed "digital citizens".
- **AI Integration:** Following national guidance, we incorporate Artificial Intelligence (AI) in a human-centric and ethical manner to support learning while maintaining academic integrity.
- **Leadership:** School leadership will continue to guide innovation and build capacity through the **Digital Learning Framework (DLF)** and **School Self-Evaluation (SSE)** processes.

5. Academic Integrity and AI Guidelines

- **Human-in-the-Loop:** AI tools must supplement, not replace, human critical thinking. Students remain responsible for all work they submit.
- **Transparency:** Any use of AI in coursework must be clearly cited and declared.
- **Academic Honesty:** Use of AI to generate unedited content and presenting it as one's own is considered plagiarism and is subject to the school's disciplinary procedures.

6. Ratification and Review

6.1 Implementation of Policy

St. Columba's College Digital Learning Plan has been ratified by the Board of Management and formally adopted on **12th March 2026**.

We commit to ensuring its implementation in a manner that upholds the College's Catholic identity while fully respecting the rights and dignity of every student.

Signature: P. J. McGowan
(Chairperson, Board of Management)

Date: 12/3/26

Signature: [Handwritten Signature]
(Principal)

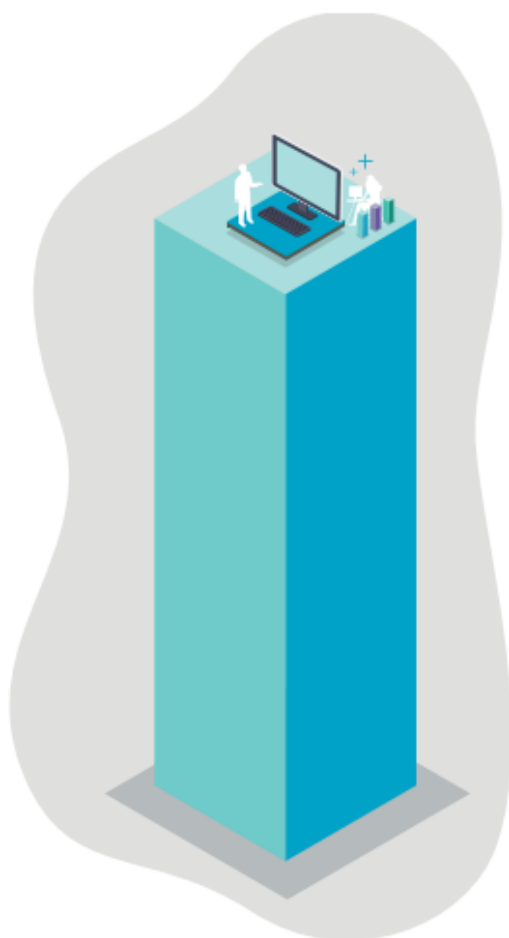
Date: 12/03/2026

6.2 Review of Policy

The school will monitor / review on a regular basis, and evaluate the policy and all related work and procedures to ensure legal compliance and the maintenance of best practices.

Date for Review: March 2027

Appendix 1:

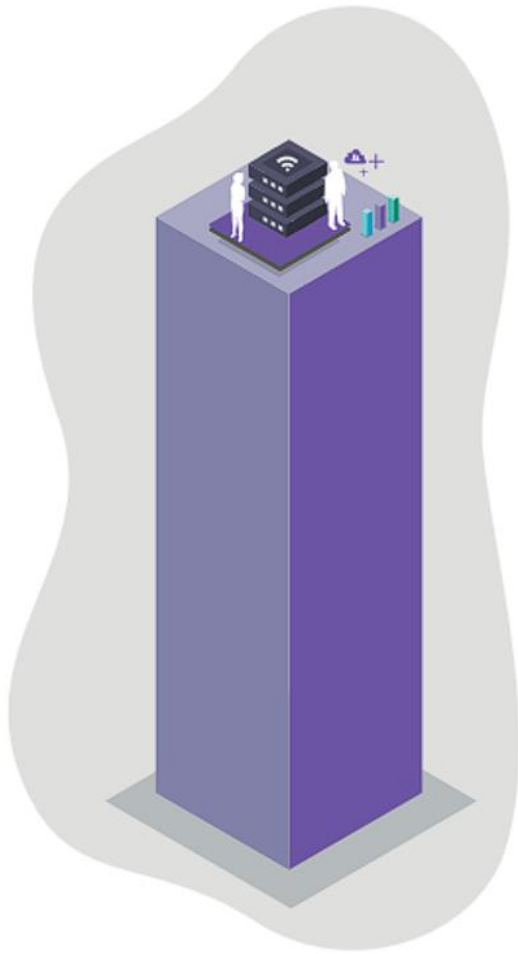


Pillar 1 Supporting the embedding of digital technologies in teaching, learning and assessment

- Supporting our teachers to strengthen their confidence and competence in using digital technologies in teaching, learning and assessment in schools, to ensure all learners develop the digital skills necessary to navigate a complex digital world. In tandem, supporting school leaders to guide and build capacity and increase teacher confidence through appropriate teacher professional learning (TPL), to ensure appropriate developmental learning experiences for all learners to enable them develop the necessary digital competence. This will be informed by learning from the experience of COVID-19 to better realise the effective use of digital technologies in teaching, learning and assessment across the entire curriculum

Pillar 1 Objectives

- Empower learners to become confident and competent digital learners.
- All new educational policies and curricula will continue to ensure that they have the appropriate and effective use of digital technologies embedded.
- Enhance inclusion, equity, learner participation and personalisation through the use of digital technologies by providing clear guidance and support.
- Embed the appropriate and effective use of digital technologies for teaching, learning and assessment at each stage of the continuum of teacher education, i.e. Initial Teacher Education, Induction and Continuing Professional Development.
- Run an awareness programme to ensure that all teachers and school leaders are aware of supports and resources available relating to the use of digital technologies for teaching, learning and assessment both nationally and internationally.
- Ensure provision of flexible, differentiated, needs based teacher professional learning so that there is clear guidance, support and professional learning for all teachers and school leaders in the planning and use of digital technologies in all aspects of teaching, learning and assessment.
- Provide further supports to assist schools in their self-assessment of progress in embedding digital technologies in teaching, learning and assessment.



Pillar 2 Digital Technology Infrastructure

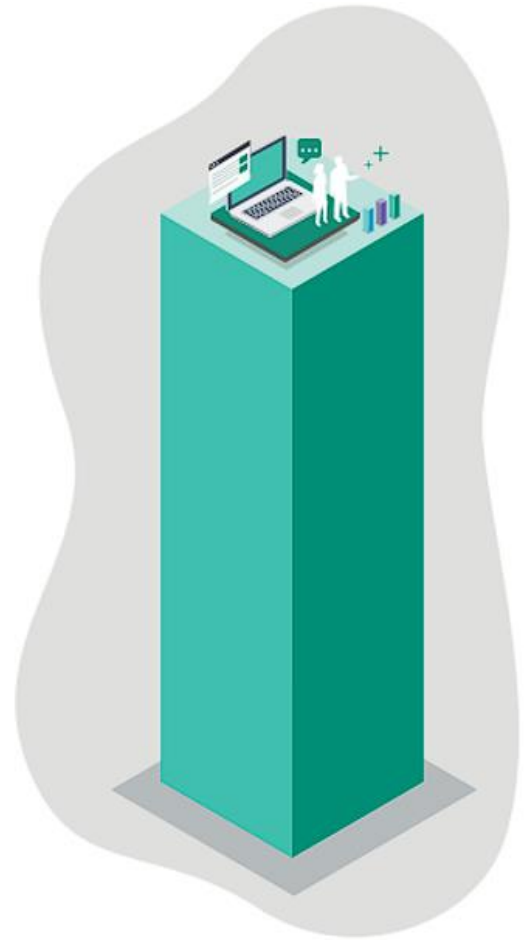
- Commitment to build on the progress made to date to ensure that all schools are served with high speed broadband connectivity and appropriate infrastructure to support teachers and learners to realise the benefits from the use of digital technologies in classroom activities including technical support and procurement frameworks.

Pillar 2 Objectives

- Establish sustainable funding mechanisms for the purchase and maintenance of digital technology infrastructure in schools.
- Meet the requirements for all primary, special schools and post-primary schools to embed digital technologies in their teaching, learning and assessment by the provision of appropriate broadband connectivity.
- Provide guidance and advice on the purposeful and effective use of digital technology infrastructure to support the embedding of digital technologies in teaching, learning and assessment.
- Research, establish and make available technical support solutions that are appropriate to and accessible for all schools
- Provide procurement mechanisms for schools, by working with relevant stakeholders, with comprehensive and easy to navigate guidance and support on procurement including how to access those mechanisms, which will assist schools in the purchase of equipment and services aligned to digital learning planning.

Pillar 3 Looking to the future: policy, research and digital leadership

- Establish sustainable policies to guide further progress for the use of digital technologies in schools, leveraging work underway in other relevant strategies to ensure that all learners develop their digital competence. Support schools and school leaders in terms of the ethical and safe use of the internet. Engage with and disseminate ongoing research to identify opportunities and challenges of emerging technologies for the school sector.



Pillar 3 Objectives

- Ensure the Digital Strategy for Schools to 2027 and its associated Implementation Plan supports and complements other relevant strategies and policies both nationally and at EU level.
- Provide assistance and guidance to schools to understand how relevant strategies related to the use of digital technologies in teaching, learning and assessment can be implemented.
- Continue to engage with and monitor relevant international and EU initiatives including the EU DEAP so that research and supports can be considered and adopted for the Irish context and disseminated to the system.
- Promote participation and engagement in EU and national research.
- Undertake research in key areas to inform the development of relevant supports and resources for schools.
- Continue to support the development and dissemination of high quality resources to promote the safe, responsible and ethical use of the internet and digital technology, informed by national and international policy and best practice.
- Promote the use of digital technologies to facilitate communication within the wider school community and education ecosystem particularly involving parents and learners.

Digital Learning Action Plan

Dimension: Leadership and management	Domain: Leading Learning and Teaching
Standard: Foster teacher professional development that enriches teacher’s and students’ 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): <ul style="list-style-type: none"> ● Further develop the FADP initiative with a roll out to all TY classes and all LCA classes, to help with formative assessment and summative assessment of assigned task ● To scaffold the use of google forms as a formative assessment tool ● To begin to explore the possibility of the use of AI based systems as a means of research for project work ● The use of ICT as an aid in every day teaching of out IPS students 	

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

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?
● Staff Training evening on G-Suite.	<ul style="list-style-type: none"> ● Staff continue to engage with the continued use of digital technologies in everyday Learning and Teaching. ● Staff to continue to engage with online learning Environments. 	<ul style="list-style-type: none"> ● Seek professional advice on the set up of G-Suite Admin Console and acquiring of new school domain. ● M. Cannon to provide G-Suite introduction and basic training. 	<ul style="list-style-type: none"> ● Ongoing throughout the year 	
● Staff Training videos on the use of G- Suite features.				
● Group tuition on G-Suite with links to specific subjects.				

<ul style="list-style-type: none"> • Post holder to complete basic G-Suite for education Training. 	<ul style="list-style-type: none"> • Staff to begin to use the more secure G-Suite environment to store class and school materials. 	<ul style="list-style-type: none"> • M. Cannon to create and publish all instructional videos for staff, and to create and videos required by staff to help fix issues. 		
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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?

- Surveys to be carried out of staff at the beginning and periodically throughout the year
- Adjustments can be made after each survey
- The staff are all engaging in the schoolwide roll out of digital technologies

Dimension: Leadership and management	Domain: Managing the organisation.
Standard: Manage the school’s human, physical and financial resources so as to create and maintain a learning organisation	
Statement(s) of Practice: The principal and other leaders in the school strategically review, plan and oversee the procurement, maintenance, interoperability and security of the digital infrastructure for effective learning, teaching and assessment.	
TARGET(S): <ul style="list-style-type: none">To upgrade Data Projectors which re currently reaching their end of life, and to decide if a TV would be more beneficial and cost effective	

Actions are specific, measurable, achievable, realistic and timebound (SMART) activities that will be required to achieve that target.

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?
<ul style="list-style-type: none"> Funding needs to be sought. As no ICT grant was made available in 2024/2025 	<ul style="list-style-type: none"> Funding was provided and works could begin in the maintenance and up grading of the equipment 	<ul style="list-style-type: none"> Post holder and the ICT committee 	<ul style="list-style-type: none"> Throughout the year on an ongoing basis 	
<ul style="list-style-type: none"> Quote need to be sought for ICT equipment that is required 				

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?

- Stock-taking and maintenance reviews to be carried out
- If external support is required it can be sourced
- An end of year review will be carried out to see if all targets have been met