

Presentation College, Currylea, Tuam

Our Digital Learning Plan 2022 - 2025

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:

- Presentation College, Currylea, Tuam, Co. Galway
- 63170G
- Ms Neasa Cosgrove (Principal)

1.2 School Vision:

The vision of our school community for digital learning is to realise the potential of digital technology to create 21st century learning experiences that enrich the pupils' learning and help them become global citizens. These learning experiences will develop their creativity and empower them to become engaged thinkers and problem solvers. They will afford them the opportunity to take ownership of their own learning and become reflective practitioners. Pupils will develop competency in using digital tools.

All members of our school community are encouraged to become responsible and ethical digital citizens in order to foster and promote positive communication and well-being. Digital technology will accommodate the different learning styles, needs and strengths of our pupils. Digital technologies will be used as much as possible for internal and external communication. Parents and students are interested in and collaboratively support the school vision for technology. In line with The Equal Status Acts 2000 & 2004, we will provide reasonable accommodations, special treatment or facilities or make adjustments for a person to enable them to access the curriculum.

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

- All teachers and students have access to a school email address which is used, together with the suite of Google products, for use as communication tools. Google drive and Google classroom are used for students to access classwork.
- As the new Junior Cycle is being rolled out, more teachers are embedding Digital Tools to facilitate research, independent learner and the development of creative skills by students.
- Updated, high speed broadband.
- Each classroom has a Clever Touch board.
- The Computer Suite in our school is timetabled for use by class groups throughout the school.
- There are 24 Clevertouch boards throughout the school.

- The school has 15 tablets available to departments in the school.
- All full time staff have access to a school laptop which is available for staff/school use.
- There is a class set of Google notebooks in a moveable charging trolley available to classes.
- Subscriptions to online applications and websites as required per department, e.g. screen castify, wordwall..

2. The focus of this Digital Learning Plan

We undertook a SELFIE digital learning evaluation in our school during the period (*Jan - April 2022*). We evaluated our progress using the following sources of evidence:

- Digital Tools Audit
- SELFIE for Teachers (online questionnaire)
- Whole staff workshop and collaboration activity(Teachmeet)

Following the roll out of the Digital Learning Strategy for Schools 2022-2027 and our SELFIE feedback we have identified the following key areas that need to be our focus/ be maintained:

- **Internet Safety (SID & guest speaker especially for Junior Years)**
- **Teacher collaboration through teachmeets, the sharing of best practice and the encouragement of staff to avail of CPD in the area of digital literacy and digital tools to enhance teaching, learning and assessment, while making students more prepared for a more digitally focussed world outside of the classroom and in the future**
- **Maintenance of the IT infrastructure in the school (use of the IT Audit, IT Issue log and investment where necessary)**
- **As part of our DLP SIP we have decided to develop the use of Compass from a mere communication and attendance tool to one where grades are logged so as to digitally track a student's progress. This is to enhance the academic monitoring that a student maintains in their own journal or a teacher keeps in their teacher log book (3 year roll out)**

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

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| ● Dimension: Post-Primary – Teaching and Learning | Domain 1: Learner Outcomes
Domain 2: Learner Experiences
Domain 3: Teachers' Individual Practice
Domain 4: Teachers' Collective/ Collaborative Practice |
| ● Dimension: Post-Primary – Leadership and Management | Domain 1: Leading Learning and Teaching
Domain 2: Managing the Organisation
Domain 3: Leading School Development |

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

Standard	Statement(s)
T&L D1.1 Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. (Use of a variety of websites and apps e.g. kahoot/ word wall...)
D1.2 Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students have a positive attitude towards the use of digital technologies, being aware of possible risks and limitations, and have the confidence and skills to realise the benefits. (SID & Guest speakers/ Tutor & SPHE lessons)
D2.1 Students engage purposefully in meaningful learning activities	Students use a variety of digital technologies to source, critique, and manage information and to reflect on their learning. (E portfolio/ Google Drive/ apps..)
D3.1 The Teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment.
D4.4 Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students.
L&M D1.1 Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment	The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing of practice.
D2.2 Manage the school's human, physical and financial resources so as to create and maintain a learning organisation	The board of management ensures the provision and maintenance of digital teaching aids and equipment to a very high standard.
D3.2 Lead the school's engagement in a continuous process of self-evaluation	The principal and other leaders in the school keep abreast technological changes, and ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes in line with the school improvement plan (3 year plan for online academic monitoring - eventually target setting)

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

- Collective practice of only communicating with parents and students through school email address or via Compass.
- Newly refurbished Computer Suite and High-Speed Broadband upgrade.
- Compass is in use as a tool to monitor attendance as a digital log of assessment, achievement, events and behaviour for teachers and management, as well as a communication tool to students, staff and parents.
- All teachers are already embedding Digital Tools to some extent in their classrooms.
- Students are encouraged to become independent and critical thinkers and to develop their creative and digital skills.
- Collaboration through teachmeets
- IT Mentors identified on staff who will support colleagues with minor IT issues. More complex issues are referred to Computex.

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

- Develop an awareness of the dangers of the internet and digital resources through an Internet Safety Day Campaign & defined modules in Tutor Class and SPHE classes
- AP&C classes for Junior years will incorporate training in the use of G Suite to enhance the digital knowledge base of our students
- Update, add to and maintain the digital resources available in the school
- Develop the use of Compass from the monitoring of attendance, behaviour, academics and communication tool to one that tracks student academic progress (moving away from the teacher's desk book to log results - 3 year plan)
- Organise an event which facilitates the collaboration of all staff in the common goal of sharing their knowledge through a teachmeet
- Continue to engage with students in an awareness raising campaign by celebrating Safer Internet Day and with a 2 day Cyber Safety talk for 1st to TY students, as well as parents.

3. Our Digital Learning plan

On the following pages 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

DIMENSION: Post Primary Teaching and Learning				
DOMAIN: Learner Outcomes				
STANDARD(S): Students enjoy their learning, are motivated to learn and expect to achieve as learners				
STATEMENT(S): Students use appropriate digital technologies to foster active engagement in attaining appropriate learner outcomes				
TARGETS: Students will use a range of digital tools to further their learning and become more confident in the use of digital tools to enhance their learning, make them more competent in the use of digital skills while also attaining certain learner outcomes				
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"> Junior students will become more confident in their use of G Suite products throughout the AP & C digital module. 	<ul style="list-style-type: none"> During the first Term of 2021 for 1st Years during Ap&C time 	<ul style="list-style-type: none"> Teachers of AP&C 	<ul style="list-style-type: none"> 1st Years will spend time to become more confident using Google Classroom, Drive and other aspects of G Suite 	<ul style="list-style-type: none"> School tablets Student phones/tablets Classroom devices - clevertouch GSuite
<ul style="list-style-type: none"> Teachers will showcase a range of digital aids (websites/apps) that will enhance the learning experience and engagement of students. These learning aids will link to subject specific learning outcomes 	<ul style="list-style-type: none"> To be completed during this school year 	<ul style="list-style-type: none"> Subject teachers 	<ul style="list-style-type: none"> Google form at the end of Term 2 whereby students note the digital tools that are useful for their different subjects (there will be an overlap) 	<ul style="list-style-type: none"> online resources subject-specific websites and apps

EVALUATION PROCEDURES:

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

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DIMENSION: Post Primary Teaching and Learning

DOMAIN: Learner Outcomes

STANDARD(S): Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships

STATEMENT(S): Students have a positive attitude towards the use of digital technologies and are aware of possible risks and limitations, and have the confidence and skills to recognise their benefits

TARGETS: Students will take part in an Internet Safety campaign (starting with 2nd years and to roll out of the coming years). They will create an information wall highlighting the dangers and risks of Internet use. A meeting will be set up for Tutors and SPHE teachers to bring their awareness to Internet Safety modules and the Internet Safety log in the staffroom. AP&C module on the use of G Suite products.

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"> Training in G Suite for students - to include an intro for 1st years especially on G Classroom, uploading and accessing info on GC, creating a doc in their drive, organising their drive etc... 	<ul style="list-style-type: none"> During the first Term of 2021 for 1st Years during Ap&C time 	<ul style="list-style-type: none"> Teachers of AP&C 	<ul style="list-style-type: none"> 1st Years will spend time to become more confident using Google Classroom, Drive and other aspects of G Suite 	<ul style="list-style-type: none"> School tablets Student phones/tablets Classroom devices - clevertouch GSuite
<ul style="list-style-type: none"> Internet Safety programme of 4 weeks and 6 weeks created for Tutor time and SPHE classes for all Junior students. Each year group has a different focus area. 	<ul style="list-style-type: none"> To be completed during this school year 	<ul style="list-style-type: none"> C Casey Tutors SPHE teachers 	<ul style="list-style-type: none"> Students are more aware of the dangers lurking on the internet and through student use of social media apps. 	<ul style="list-style-type: none"> PPTs Webwise resources SID online resources mobile phones for research students
<ul style="list-style-type: none"> Organisation of an internet safety display to create awareness among the student body of some of the dangers of the Internet. 	<ul style="list-style-type: none"> February 14th 2023 	<ul style="list-style-type: none"> C Casey & cross section of Junior students 	<ul style="list-style-type: none"> Positive feedback by school community 	<ul style="list-style-type: none"> Phones/ portable devices art supplies
<ul style="list-style-type: none"> Internet Safety talk in school over two days and parent's talk at 7pm 	<ul style="list-style-type: none"> 14 & 15 September 2021 	<ul style="list-style-type: none"> Sarah Hyde & teachers of 1st Years to supervise 	<ul style="list-style-type: none"> Students have a better understanding of how to safe online - talks tailored to each age group 	<ul style="list-style-type: none"> Clevertouch Zoom

EVALUATION PROCEDURES:

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

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DIMENSION: Post Primary Teaching and Learning				
DOMAIN: Learner experiences				
STANDARD(S): Students engage purposefully in meaningful learning activities				
STATEMENT(S): Students use a variety of digital technologies for knowledge creation to source, critique and manage information and to reflect on their learning				
TARGETS: Students will use a range of digital tools, such as an online reflection log and/or eportfolio to manage information on certain topics and also reflect on their learning				
ACTIONS <small>(What needs to be done?)</small>	TIMEFRAME <small>(When is it to be done by?)</small>	PERSONS / GROUPS RESPONSIBLE <small>(Who is to do it?)</small>	CRITERIA FOR SUCCESS <small>(What are the desired outcomes?)</small>	RESOURCES <small>(What resources are needed?)</small>
<ul style="list-style-type: none"> Junior students will be encouraged to save key items into folders in their Google Drive, this will be viewed as a type of Eportfolio 	<ul style="list-style-type: none"> Throughout the 3 years of Junior Cycle 	<ul style="list-style-type: none"> Class teachers 	<ul style="list-style-type: none"> Students will use their stored creations as a revision tool and in terms of certain subjects will use them as a source of previous learning for CBAs 	<ul style="list-style-type: none"> Google Drive Online apps and digital tools
<ul style="list-style-type: none"> Teachers will encourage students to create a reflection log on Google Drive for their subjects. This will feed into preparation for CBAs. 	<ul style="list-style-type: none"> To be completed during the school year (developed over 3 years) 	<ul style="list-style-type: none"> Subject teachers 	<ul style="list-style-type: none"> Students will be able to refer to their reflections to aid them in the process of writing reflections for the CBA 	<ul style="list-style-type: none"> Google Drive

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

DIMENSION: Post Primary Teaching and Learning

DOMAIN: Teacher's Individual Practice

STANDARD(S):The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills

STATEMENT(S):Teachers use a range of digital technologies to design new opportunities for learning, teaching and assessment

TARGETS:Teachers incorporate digital tool use into their teaching and use a range of digital tools when assessing pupils work and when teaching

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">Teachers become more familiar with the use of Google forms and online assessment methods to supplement in case traditional assessment techniques	<ul style="list-style-type: none">During the school year	<ul style="list-style-type: none">Subject teachers	<ul style="list-style-type: none">Teachers will use an online form of assessment at least once during the academic year	<ul style="list-style-type: none">School tabletsStudent phones/tabletsClassroom devices - clevertouchGSuiteOnline digital resources and apps
<ul style="list-style-type: none">Teachers incorporate the use of digital tools in their teaching in order to maintain student engagement and to offer a range of learning experiences	<ul style="list-style-type: none">Throughout the school year	<ul style="list-style-type: none">Subject teachers	<ul style="list-style-type: none">Google form at the end of Term 2 whereby students note the digital tools that they enjoyed the most)	<ul style="list-style-type: none">online resourcessubject-specific websites and apps

EVALUATION PROCEDURES:

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

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DIMENSION: Post Primary Teaching and Learning

DOMAIN: Teachers' Collective/Collaborative Practice

STANDARD(S): Teachers contribute to building whole-staff capacity by sharing expertise

STATEMENT(S): Teachers lead and support colleagues within the school to develop a shared vision of how digital technologies can enhance learning opportunities for all students

TARGETS: Teachers engage in teachmeets to share ideas and new digital tools

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">• Teachmeet is organised once a year where a number of teachers share a new digital tool or an example of best practice that might be useful to other colleagues in relation to digital tool use and student engagement	<ul style="list-style-type: none">• During the school year	<ul style="list-style-type: none">• All staff members attend the teachmeet	<ul style="list-style-type: none">• Post teachmeet Google form to ascertain the effectiveness and ideas for the next one	<ul style="list-style-type: none">• teachers• digital tools• online resources

EVALUATION PROCEDURES:

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

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DIMENSION: Post Primary Leadership and Management

DOMAIN: Leading Learning and Teaching

STANDARD(S): Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment

STATEMENT(S): The principal and other leaders in the school expect and encourage teachers to embed digital technologies in their learning, teaching and assessment practices, and facilitate their sharing practice

TARGETS: Time is set aside for teachers to participate in a teachmeet to share ideas and expertise

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">The principal and other leaders set aside time for teachers to participate in a teachmeet. This has proved a very successful activity in the past and can be used to share new ideas and digital tools with staff in terms of teaching, learning and assessment	<ul style="list-style-type: none">During the school year	<ul style="list-style-type: none">PrincipalSchool leadersTeachers	<ul style="list-style-type: none">Teachers garner new ideas in relation to the use of digital tools in the classroom	<ul style="list-style-type: none">Teachersdigital toolsonline resources

EVALUATION PROCEDURES:

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

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DIMENSION: Post Primary – Leadership and Management

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 Board of Management ensure the provision and maintenance of digital teaching aids and equipment to a very high standard

TARGETS: Purchase 3 CleverTouch Boards, annual maintenance of the Server Room, Projector and hardware audit, software update for Google, purchase of 6 laptops for staff/ school use, PCs for Studyhall (TBC), Upgrade antivirus (W10), screencastify and Zoom licence purchases

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"> Annual maintenance of the Server Room IT audit to be completed and maintained Purchase laptops for Year Heads & teachers as required. Clevertouch screens purchased to replace projectors when funds allow Purchase PCs for Studyhall (TBC) Speakers and external CD drives purchased as needed Digital IT log set up and issues forwarded to Mark as needed 	<ul style="list-style-type: none"> First Term of school year Server Room maintenance will be annual IT audit - March Throughout school year 	<ul style="list-style-type: none"> DLT BOM and Management PC specialist 	<ul style="list-style-type: none"> Clevertouch boards, PCs and laptops are purchased (Grant used for laptops). Teachers given laptops as needed Google Form IT audit completed by staff in March Server Room maintenance as required Speakers and CD drives in each room as needed IT issues are logged in 1 central location 	<ul style="list-style-type: none"> Funding Laptops PCs for Studyhall (TBC) Google Forms Server Room IT specialist IT log
<ul style="list-style-type: none"> Software changes need to be compatible with Google Upgrade antivirus Screencastify subscription purchased for teachers who would like it Wordwall subscription purchased for MFL Dept School Zoom subscription purchased 	<ul style="list-style-type: none"> As needed throughout school year 	<ul style="list-style-type: none"> PC Specialist Management 	<ul style="list-style-type: none"> Google updates completed for all PCs in school Compass rolled out Anti-virus on all school devices Screencastify, Wordwall & Zoom subscriptions paid 	<ul style="list-style-type: none"> Wifi connection

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

Dimension:Leadership & Management

DOMAIN: Leading School Development

STANDARD: **Lead the school's engagement in a continuous process of self-evaluation**

STATEMENT:**The principal and other leaders in the school keep abreast technological changes, and ensure that actions implemented lead to measurable and identifiable improvements in learner outcomes in line with the school improvement plan**

TARGETS: Compass beyond a communication & monitoring tool to incorporate academic monitoring over a three year process in line with the DLP SIP. Keep abreast of potential pitfalls and dangers in SPHE and Tutor time modules.

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">● Compass as a monitoring and communication tool● Over three years encourage the logging of student results beyond the end of year exams on Compass in order to track and monitor student attainment.● SID & Programme in Sphe & Tutor Time● DLP becomes part of the SIP	<ul style="list-style-type: none">● Throughout the school year	<ul style="list-style-type: none">● DLT● All staff	<ul style="list-style-type: none">● All staff engage in the use of Compass in all its facets● SID activities & modules for Tutor & SPHE lessons carried out● DLP SIP is created	<ul style="list-style-type: none">● Google Suite● Compass● Digital hardware

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

DIMENSION: Post Primary – Leadership and Management ***** Maintenance*****

DOMAIN: Leading School Development

STANDARD(S): **Build and maintain relationships with parents, with other schools and with the wider community**

STATEMENT(S): **The principal and other leaders in the school use digital technologies to enhance organisational communication with learners, parents and third parties making administrative procedures more transparent and accessible.**

TARGETS: Open up Compass to parents, reduce paper waste, increase the use of Compass as a communication portal with parents

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"> Continue to use Compass as a communication tool for parents and students. Results will be accessible on Compass for parents and students during testing times. Greater ease of access by parents and reduce paper waste for results testing Instructional videos uploaded to the school website on the use of Compass Non-engaging parents are contacted and encouraged to engage by Year Heads/ Management and in certain cases by members of the STARR project 	<ul style="list-style-type: none"> All parents have been made aware of the use of Compass as a communication tool Throughout the school year, instructional videos will be uploaded to website, if a need for new videos occurs Contact parents who are not engaging in Compass use 	<ul style="list-style-type: none"> DLT All staff The STARR Project (communicating with some parents) Parents 	<ul style="list-style-type: none"> All exam results are inputted onto Compass All parents are contacted with log-on details Videos are uploaded to website Majority of parents engage in Compass as a communication and assessment tool Non-user parents are encouraged to log-on 	<ul style="list-style-type: none"> Compass School website Instructional video clips
<ul style="list-style-type: none"> Kiosk set up outside of Mr McGrath's office Online payments will be facilitated via Compass to reduce footfall through the office. 	<ul style="list-style-type: none"> Fully operational and maintained Began during Covid 	<ul style="list-style-type: none"> DLT 	<ul style="list-style-type: none"> Kiosk is set up for parents wishing to sign students in or out of the school - due to Covid, students are signing themselves out & parents meet them outside the school building Parents will be able to make payments online via Compass 	<ul style="list-style-type: none"> Tablet/Ipad Compass

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

DIMENSION: Post Primary – Leadership and Management ***** Maintenance*****

DOMAIN: Leading Learning and Teaching

STANDARD(S): Foster a commitment to inclusion, equality of opportunity and the holistic development of each student

STATEMENT(S): The principal and other leaders in the school have effective systems for monitoring pupils’ progress and development. They recognise that digital technologies can support systematic monitoring to help pupils reach their full potential.

TARGETS: Roll out the use of Compass as an attendance, assessment, behaviour and payment tool

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"> Behaviour, Events & exam results continue to be logged on Compass 	<ul style="list-style-type: none"> School Year School Year 	<ul style="list-style-type: none"> S McG Senior Management DLT Staff 	<ul style="list-style-type: none"> All staff are familiar with the day-to-day use of Compass for attendance, assessment, behaviour and as a communication tool (Purple & Green cards now in use on Compass) All school events are inputted on Compass 	<ul style="list-style-type: none"> Compass School PCs
<ul style="list-style-type: none"> Compass as an administrative tool for Year Heads Purple cards to go on Compass Compass as an academic and monitoring tool Developing the communicative use of Compass Compass can be used to view available rooms, book the PC room and monitor room changes 	<ul style="list-style-type: none"> Throughout the school year 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> Year Heads continue to make use of the administrative quality of Compass Teachers can access room changes via Compass 	<ul style="list-style-type: none"> Compass School PCs

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

IT Leaders/Mentors (introduced Sept 2022):

Doreen Gurney

Kim Devlin

Chiara Casey

Ciara Forde

James Moran

Gemma Connaughton