

St. Michael's School, Holy Angels, Glenmaroon, Chapelizod, Dublin 20

**School Improvement Plan—School Self Evaluation
Our Digital Learning Plan June 2026**

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:

- St. Michael's School caters for pupils with a Mild General Learning Disability. The school currently has an enrolment of 166 pupils ranging in age from 5 – 18 years. St. Michael's is a Catholic school under the trusteeship of the Daughters of Charity. We have 17 classrooms, 1 Resource Room, a Home Economics room, a Woodwork room, a Computer room, a Sports Hall and an Assembly Hall.

1.2 School Vision:

- We envisage a digital future at St. Michael's that is geared to the needs and interests of the individual learner and which is integrated into all aspects of school life. We will endeavour to enrich and support pupil's learning experiences with ICT whenever possible, and it is our hope that pupils will leave St. Michael's School with a sense of the benefits that technology can bring.

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

- ViewSonic Boards (x12)
- OHP and screen (x10)
- MiTouch (x1)
- Staff laptops (x43)
- Pupil laptops (x5)
- Computer Room Desktops (x15) – timetabled use for one hour per week
- Classroom Desktops (x8)
- iPads for pupils (x35) – timetabled
- Staff iPads (x25)
- BeeBot (x1)
- Visualiser (x1)
- Digital Camera (x1)
- Ricoh Printers (x1)

- Canon Printer (x2)
- Broadband / Wi-Fi in Cois Life Building

2. The focus of this Digital Learning Plan

We are currently undertaking a digital learning evaluation in our school during the period *November 2022 to June 2023*. We have chosen ICT as our next focus area for our third SSE. We are evaluating our progress using the following sources of evidence:

- Staff Questionnaire – 9 questionnaires returned
- Parent Questionnaire – 41 questionnaires returned
- Pupil Questionnaire – 17 questionnaires returned
- Quality Framework for Primary Schools 2016

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

- Teaching and Learning – Learner Outcomes
- Teaching and Learning – Learner Experiences

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

Standard	Statement(s)
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. Pupils use digital technologies to collect evidence and record progress.
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.	Pupils understand the potential risks and threats in the digital environment.
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum.	Pupils can use a range of digital technologies to demonstrate the knowledge, skills and understanding required by the Primary School Curriculum.

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

- Equipment – ViewSonic Boards, Pupil & Staff iPads, Computer Room, printers, technical support, quick repair, timetabled use.
- Internet – good access, staff emphasise internet safety, YouTube, Twinkl subscription, Google Classroom, Seesaw, Staff email addresses now in use, Gsuite in use (pupils have email addresses).
- Curriculum – encourages computer skills, QQI Level 3 is progressive, time spent by staff creating lessons/resources.

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

- Online Education – To develop a very basic understanding of using online/offline learning platforms in the Junior school, while developing further usage and understanding in the Middle and Senior schools.
- Equipment – Ensure all students have regular access to digital equipment, e.g. iPads, computers, etc. to further develop their using of and understanding of I.T.
- Curriculum – To ensure regular learning and revision of safe internet skills, being appropriate online and being aware of dangers, social media use and what is appropriate.

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**

Evaluated Digital Learning Action Plan 1 – January 2025- June 2026

DOMAIN: (From Digital Learning Framework)

Teaching and Learning - Learner Outcomes

STANDARD(S): (From Digital Learning Framework)

1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
2. Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

STATEMENT(S): (From Digital Learning Framework)

- a. Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- b. Pupils understand the potential risks and threats in the digital environment

TARGETS: (What do we want to achieve?)

- With support the children will complete and submit assigned work on SeeSaw.
- Pupils will understand that not everything online is safe / true and know how to protect themselves.

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?)
● Use familiar content when completing seesaw activities. ● Provide demonstrations on the process involved in completing work on Seesaw.	● June 2026	● Class Teachers. ● Subject Teachers. ● Computer Teachers.	● Demonstrating the ability to complete assigned work on Seesaw.	● Seesaw (School Seesaw account). ● Access to iPads. ● Teacher training.

Pupils are explicitly taught rules of and shown examples of basic Internet safety. These are reinforced during pupils' use of ICT.	• June 2026	• Class Teachers. • Subject Teachers. • Computer Teachers. • ISMT	• Pupils will be able to identify between 1 and 5 examples of Internet Safety and understand their significance. These can include, but are not limited to: 1. Keep passwords secret. 2. Do not share personal information. 3. Don't chat with or accept friend requests from strangers. 4. Only access suitable and reliable websites. 5. Only say/share nice things.	• Access to iPads. • Computer Room. • Teacher training. • School Displays.
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EVALUATION PROCEDURES:

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

Good progress was made towards achieving the targets set. Pupils were provided with regular opportunities to engage with Seesaw / G Suite activities using familiar content and appropriate support. The majority of pupils demonstrated the ability to complete and submit assigned work through Seesaw, with support levels varying according to individual needs.

Internet safety was explicitly taught and reinforced during SPHE / ICT lessons and throughout classroom activities. Pupils demonstrated an increased awareness of basic internet safety rules, including keeping personal information private, using appropriate websites and communicating safely online.

Evidence of progress included teacher observation, completed Seesaw activities, pupil participation during ICT lessons and ongoing monitoring of pupil engagement with digital technologies. The targets were substantially achieved. Continued reinforcement of digital skills and internet safety will remain an important focus for future practice.

Evaluated Digital Learning Action Plan 2 – January 2025- June 2026

DOMAIN: (From Digital Learning Framework)

Teaching and Learning - Learner Outcomes

STANDARD(S): (From Digital Learning Framework)

1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners
2. Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.

STATEMENT(S): (From Digital Learning Framework)

- a. Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- b. Recognize the implications of online actions.

TARGETS: (What do we want to achieve?)

- Demonstrate the ability to effectively use digital tools to complete and submit assigned work e.g. iPads, Google Classroom.
- Pupils will recognize the implications of online actions with specific focus on social media.

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?)
● Pupils are given opportunities to complete work using digital tools. The skills required are explicitly taught.	● June 2026	● Class Teachers. ● Subject Teachers. ● Computer Teachers. ● ISMT	● Pupils can independently, or in individual cases with some help, complete assigned work using digital tools, Google Classroom or an iPad app, i.e. camera, etc.,	● Google Classroom. ● Student Gsuite accounts (...@stmichaelsholyangels.com) ● Access to iPads. ● Teacher training.

• Pupils are explicitly taught rules of and shown examples of basic Internet safety. These are framed within the context of social media, which is a resource used heavily by students. These are reinforced during pupils' use of ICT. • Complete the social media check up questionnaire.	• June 2026	• Class Teachers. • Subject Teachers. • Computer Teachers. • ISMT • Parents.	• Pupils will be able to identify various examples of Internet Safety and understand their significance. They will demonstrate this through responsible use of social media. Rules for appropriate social media use can include, but are not limited to: 1. Keep passwords secret. 2. Do not share personal information. 3. Don't chat with or accept friend requests from strangers. 4. Anything said or shared online is online forever. 5. Always set accounts to private. 6. Be aware of Cyberbullying and examples of it. 7. Turn off all location settings. 8. Do not spread false information.	• Google Classroom. • Student Gsuite accounts (...@stmichaelsholyangels.com) • Access to iPads. • Teacher training. • Parent training.
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EVALUATION PROCEDURES:

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

Good progress was made towards achieving the targets identified. Pupils were given regular opportunities to use iPads, Google Classroom and other digital tools to support their learning. Many pupils demonstrated increased confidence in accessing digital resources and completing assigned tasks with reduced levels of support.

Internet safety and responsible online behaviour were taught explicitly throughout the school year. Pupils demonstrated an increased awareness of online safety rules, including protecting personal information, recognising inappropriate online interactions and understanding the importance of respectful online communication.

Where appropriate, all students who use or have access to the internet, including through mobile phones, iPads, computers and social media platforms, completed Digital Safety Questionnaires. These questionnaires are maintained within students' support files and provided valuable evidence of pupils' understanding of safe online practices and areas requiring further support.

Evidence of progress included completed digital assignments, teacher observations, pupil discussions, participation in online safety activities and the completion of Digital Safety Questionnaires. The targets were largely achieved. Further opportunities to practise digital skills and reinforce online safety messages will continue to support pupil learning and development.

Evaluated Digital Learning Action Plan 3 – January 2025- June 2026

DOMAIN: (From Digital Learning Framework) Teaching and Learning - Learner Outcomes				
STANDARD(S): (From Digital Learning Framework) 1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners 2. Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.				
STATEMENT(S): (From Digital Learning Framework) a. Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes. b. Pupils understand the potential risks and threats in the digital environment.				
TARGETS: (What do we want to achieve?) ● Demonstrate the ability to effectively use digital tools to complete and submit assigned work e.g. iPads, Google Classroom. ● Pupils will recognize the implications of online actions with specific focus on social media.				
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?)
● Pupils are given opportunities to complete work using digital tools. The skills required are explicitly taught.	● June 2025	● Class Teachers. ● Subject Teachers. ● Computer Teachers. ● ISMT	● Pupils can independently, or in individual cases with some help, complete assigned work using digital tools, Google Classroom or an iPad app, i.e. camera, etc.	● Google Classroom. ● Student Gsuite accounts (...@stmichaelsholyangels.com) ● Access to iPads. ● Teacher training.

Pupils are explicitly taught rules of and shown examples of basic Internet safety. These are framed within the context of social media, which is a resource used heavily by students. These are reinforced heavily during pupils' use of ICT.	June 2025	- Class Teachers. - Subject Teachers. - Computer Teachers. - ISMT - Parents.	- Pupils will be able to identify various examples of Internet Safety and understand their significance. They will demonstrate this through responsible use of social media. Rules for appropriate social media use can include, but are not limited to: - Keep passwords secret. - Do not share personal information. - Don't chat with or accept friend requests from strangers. - Anything said or shared online is online forever. - Always set accounts to private. - Be aware of Cyberbullying and examples of it. - Turn off all location settings. - Do not spread false information.	- Google Classroom. - Student Gsuite accounts (...@stmichaelsholyangels.com) - Access to iPads. - Teacher training. - Parent training.
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EVALUATION PROCEDURES:

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

The targets set out in this action plan were substantially achieved. Senior pupils regularly used digital technologies, including iPads and Google Classroom, to access, complete and submit learning activities. Many pupils demonstrated increased independence and confidence when using digital tools to support their learning.

A particular focus was placed on responsible social media use and understanding the implications of online actions. Through discussion, direct teaching and online safety activities, pupils developed a greater awareness of digital footprints, cyberbullying, privacy settings and the importance of making safe and responsible choices online.

Where appropriate, all students who use or have access to the internet, including through mobile phones, iPads, computers and social media platforms, completed Digital Safety Questionnaires. These questionnaires are stored within students' support files and provided evidence of pupils' awareness of online risks, responsible online behaviour and areas where additional teaching and support may be required.

Evidence of progress included teacher observations, completed digital coursework, pupil engagement with online platforms, participation in internet safety lessons and the completion of Digital Safety Questionnaires. While ongoing reinforcement of safe online practices remains necessary, particularly in relation to social media, the overall targets were successfully achieved.

4. Continuation of the Digital Learning School Self-Evaluation Process

Rationale for continuation:

Following the review of our Digital Learning SSE, staff agreed that significant progress has been achieved in establishing digital infrastructure, online learning platforms, digital teaching and learning practices, and internet safety awareness. The targets identified in the previous cycle were evaluated as having been achieved.

However, in line with the Primary Curriculum Framework, the Digital Learning Framework and the evolving digital needs of our pupils, the school has identified a need to further embed, apply and extend this work rather than commence a new SSE area at this time.

The focus will move from access and introduction towards embedding digital citizenship, digital competence, digital wellbeing and the effective use of Seesaw, Google Classroom and digital portfolios across all curricular pathways. This work will complement and support the school's ongoing Wellbeing SSE priority.

This continuation aligns with the Primary Curriculum Framework 2023, the Digital Learning Framework, Oide guidance on digital technologies supporting teaching, learning and assessment, and the school's unique context as a special school catering for pupils across Primary, Junior Cycle, Senior Cycle and QQI programmes.

Digital Learning Plan- Target 1– June 2026

DOMAIN: (From Digital Learning Framework)

Teaching and Learning - Learner Outcomes

STANDARD(S): (From Digital Learning Framework)

1. Pupils enjoy their learning, are motivated to learn and expect to achieve as learners.
2. Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships.
3. Pupils demonstrate the knowledge, skills and understanding required by the curriculum.

STATEMENT(S): (From Digital Learning Framework)

- a. Pupils use appropriate digital technologies to foster active engagement in attaining appropriate learning outcomes.
- b. Pupils understand the potential risks and threats in the digital environment.
- c. Pupils use digital technologies safely, responsibly and effectively.

TARGETS: (What do we want to achieve?)

- By June 2027, pupils will develop the skills, confidence and understanding to use digital technologies safely, responsibly and effectively for learning, communication, creativity and participation in school and everyday life

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?)
Pupils are explicitly taught Digital Citizenship, Digital Wellbeing and Internet Safety through SPHE, Wellbeing, ICT and other curricular areas	June 2027	- Class Teachers. - Subject Teachers. - Computer Teachers.	Digital citizenship learning is evident throughout the school. Pupils demonstrate increased understanding of safe and responsible technology use.	Webwise resources, SPHE resources, ICT equipment
Provide opportunities for pupils to use technology for communication, creativity, learning and sharing achievements.	June 2027	- Class Teachers. - Subject Teachers. - Computer Teachers.	Digital technologies are used regularly across curricular areas and programmes. Pupils use technology to communicate, create, learn and share achievements.	iPads, laptops, Google Classroom, Seesaw
Continue use of Digital Safety Questionnaires for pupils where appropriate.	June 2027	Class Teachers, Computer Teachers	Evidence of pupils' understanding of online safety and responsible online behaviour is maintained within student support files.	Digital Safety Questionnaires

EVALUATION PROCEDURES:

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

Digital Learning Action Plan- Target 2 – June 2026

DOMAIN: (From Digital Learning Framework)

Teaching and Learning - Learner Experiences

STANDARD(S): (From Digital Learning Framework)

1. Teachers collectively develop and implement consistent and dependable formative and summative assessment practices.
2. Teachers improve their individual and collective practice through collaborative and reflective professional enquiry.
3. School leaders promote a culture of improvement, collaboration and innovation.

STATEMENT(S): (From Digital Learning Framework)

- a. Teachers use digital technologies to enhance teaching, learning and assessment.
- b. Digital technologies support communication and collaboration between school and home.
- c. Teachers engage in professional learning to enhance digital competence

TARGETS: (What do we want to achieve?)

- By June 2027, all teaching staff will demonstrate increased confidence and competence in the use of Seesaw and/or Google Classroom and all pupils will maintain an age and ability-appropriate digital portfolio showcasing learning, achievement and progression

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?)
Staff participate in ongoing professional learning relating to Seesaw, Google Classroom and digital technologies	June 2027	- ICT Post-holder - School Management - Teaching Staff	Staff demonstrate increased confidence and competence in using digital platforms.	- Oide CPD - Seesaw Training, - G Suite Training - Teach Meets
All classes actively use Seesaw and/or Google	June 2027	- Class Teachers. - Subject Teachers. - Computer Teachers.	All classes actively engage with digital platforms. Increased range of platform features used	- Google Classroom, - Seesaw

Classroom throughout the school year. Develop and maintain digital portfolios for pupils which showcase learning, achievement and progression.	June 2027	- Class Teachers - Subject Teachers - Computer Teachers	Digital portfolios are maintained and updated regularly. Evidence of pupil learning and assessment is uploaded consistently. Pupils contribute to their portfolios where appropriate.	Seesaw, Google Classroom, iPads, Computers
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EVALUATION PROCEDURES:

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

Communication and Ratification

Following the evaluation of the school's Digital Learning School Self-Evaluation process, staff agreed to continue the Digital Learning SSE focus area in order to further embed digital citizenship, digital competence, digital wellbeing and the effective use of digital learning platforms across the school.

This revised School Improvement Plan will be implemented from September 2026 to June 2028. Progress towards the identified targets will be reviewed annually and formally evaluated in June 2028.

Progress towards the identified targets will be reviewed annually through staff consultation, pupil feedback, monitoring of digital learning practices and review of pupil digital portfolios. The targets and success criteria will be formally evaluated in June 2028 or as required during the implementation phase.

The Assistant Principal II postholders responsible for ICT and Internet in our school will continue to lead this process in consultation with the In School Management Team and teaching staff.

This School Improvement Plan will be made available to all staff on Aladdin, and a copy will be provided for planning folders. The plan will also be communicated to parents/guardians and pupils in a manner appropriate to their age and ability.

This SSE School Improvement Plan was ratified by the Board of Management at a meeting on 24th June 2026.

Signed: 

Chairperson, Board of Management

Date: 24th June 2026