

MEÁNSCOIL NA MBRÁITHRE CRÍOSTAÍ

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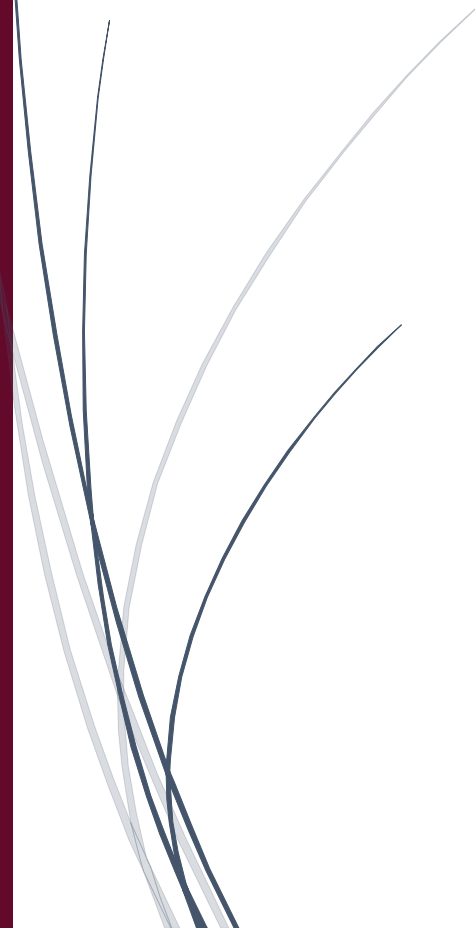
C.B.S. SECONDARY SCHOOL

James's Street, Kilkenny.

May 2023

Digital Learning Plan

Review 2022-2023





SIP Digital Learning Update 2022/2023

Arising out of research involving students, staff and parents in the 2019/2020 academic year the following targets were agreed upon:

Target 1: Foster a culture of engagement with VSware to increase parental awareness of student development in the CBS Kilkenny.

Target 2: Develop and enhance the self-directed, independent learning of students through the uploading of resources to online sharing platforms.

Target 1

- In order to register for online parent teacher meetings using *PTMOrganiser*, parents had to login to their VSware account to access their son's VSware ID.
- Teachers reminded parents of the need to regularly check VSware to monitor their son's academic performance and behaviour during online parent teacher meetings.
- During the incoming 1st year parent information evening, a demo of VSware was shown to parents with a follow up session early in the next academic year to refresh what was covered.
- At the beginning of this research, 60% of parents indicated they checked VSware less than once per week. In the most recent parent survey, the figure who checked VSware less than once per week had fallen to 21%. This reduction represents significant progress in the frequency with which parents are engaging with VSware.

5. On average, how often each week do you access CBS Kilkenny VSware?

40 responses

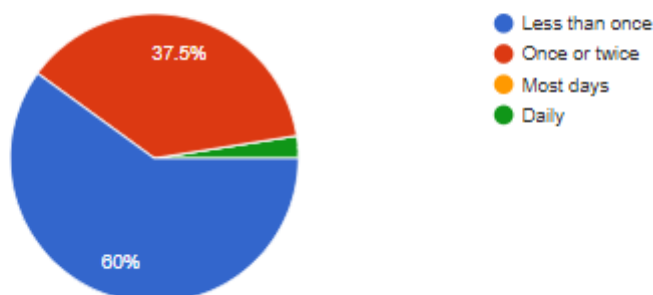


Figure 1: Responses to Parent Survey (2020).

On average, how often do you access CBS Kilkenny VSware?

123 responses

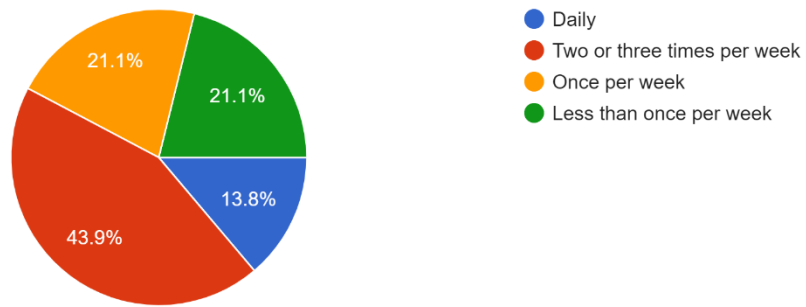


Figure 2: Responses to Parent Survey (2023).

- The most commonly cited reasons by parents for using VSware in 2020 was to check results (90%) and pay fees (85%). In May 2023, the most frequently used features of VSware include check results (91%) and submit attendance requests (90%).
- In the current year, 88% of school charges were paid by card through the VSware app, while only 12% continue to paid manually.

4. Which features of CBS Kilkenny VSware do you use? (Tick all that apply)

40 responses

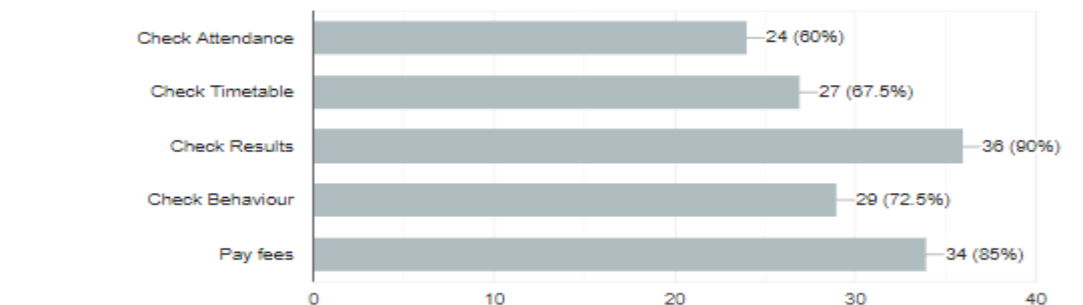


Figure 3: Responses to Parent Survey (2020).

What features of CBS Kilkenny VSware do you use?

123 responses

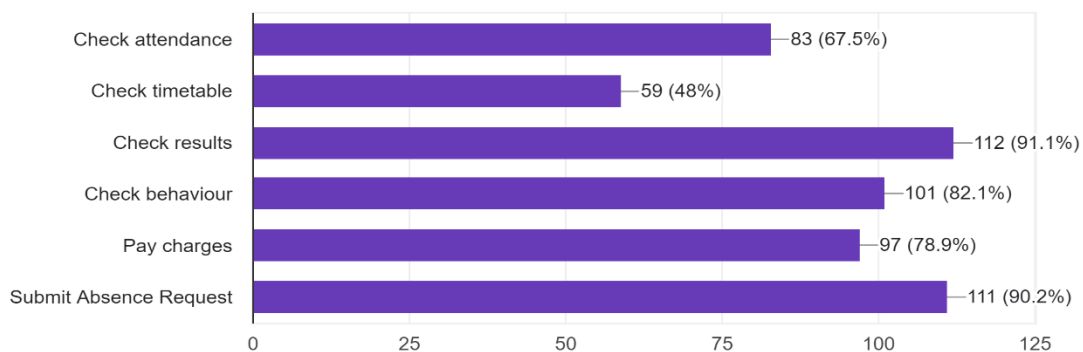


Figure 4: Responses to Parent Survey (2023).

- A new school app was implemented community wide in the 2022/2023 academic year. 943 of a possible 947 parent users are registered for the school app. 95% of parents indicated they checked the school app at least once per week. 90% of parents said they found the app either easy or very easy to use and 88% found it an effective or very effective communication tool.
- In our junior and senior focus groups, some students noted that their parents found the app cumbersome to use at times. The parents survey did not reveal a similar issue but the respondents to the online survey are predisposed to higher levels of technological literacy. Those parents who find the app more challenging to navigate are less likely to have completed the online survey. It may be worth considering incorporating a short demo of the school app to incoming 1st year parents, similar to that conducted for VShare.
- Face-to-face PTM resumed for 1st year parents in the current academic year. 90% of parents rated their experience as 8/10 or better, with 10 being excellent. The exact same percentage of staff also rated their experience of the face-to-face PTM as 8/10 or better, with 10 being excellent.
- 84% of parents indicated they met all the teachers they needed to talk to. 90% of parents acknowledged the new seating arrangement that was shared prior to the meeting was extremely helpful. Teachers also felt that the seating arrangement made parents lives easier once they entered the school hall.
- All parents surveyed found the 5 minute window sufficient for speaking with each teacher (same time allocation as online PTM). All teachers surveyed also indicated that they found the 5 minute window allowed for sufficient conversation with each parent.
- Given the high satisfaction levels with both face-to-face and online PTMs, a hybrid model will be adopted for the next academic year. This new approach will be reviewed following completion of all year groups in early 2024, and modified as required.

Target 2

- Students in both focus groups acknowledged how beneficial digital technologies were in terms of aiding learning and increasing engagement in class.
- The students said they are encountering the use of digital technologies in all their classes on a regular basis.
- The ability to access notes/resources online (mainly through Google Classroom and OneNote) has made it much easier to catch up on material if absent, revise, and reduced the need to carry all their text books home in the evening for homework.
- 98% of staff indicated in the most recent survey that they continue to make revision notes, and resources available online for students.

19. Have you continued to provide online notes/resources/revision material for students over the past academic year?

39 responses

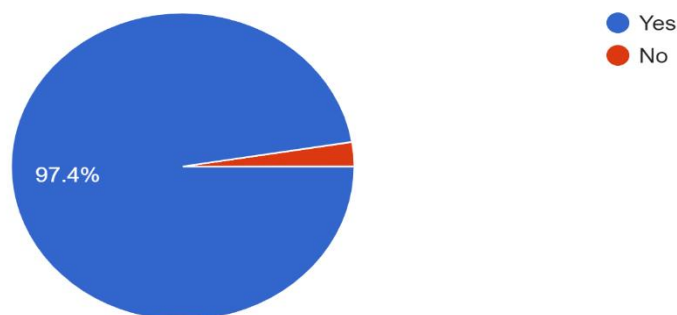


Figure 5: Responses to Staff Survey (2023).

- Incorporation of online videos and tutorials has made the comprehension of difficult concepts in subjects like Chemistry, Applied Maths, Biology and Physics much easier. Students can also review this material at their own pace and fill in any knowledge gaps that arose in class time.
- Google Classroom and Microsoft OneNote were the most frequently used platforms by teachers to share resources with their students.

3. Online Platforms

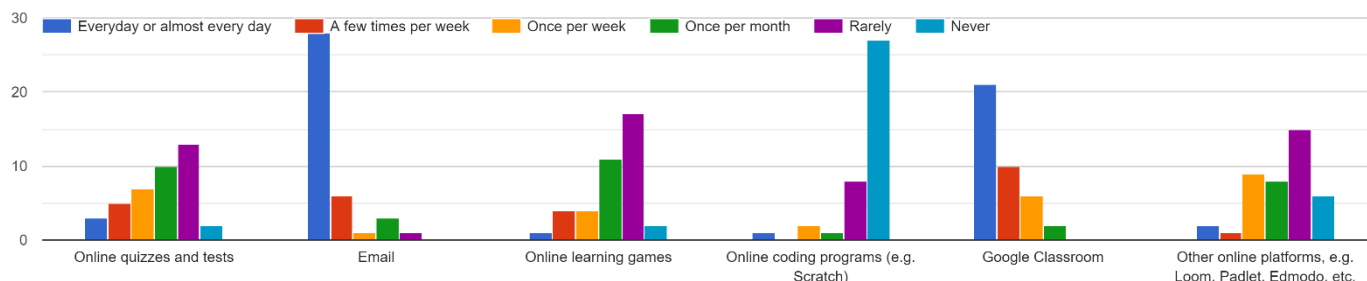


Figure 6: Responses to Staff Survey (2023).

- A wide variety of apps are being used in class for assessment; Kahoot, Quizlet, Mentimeter and Khan Academy were some of the more common ones mentioned by students.
- Use of PowerPoints/Google Slides and websites added variety to lessons across the board. The student focus groups noted that having access to these presentations made revision much easier as they offered more specific key points of information when compared to reviewing a text book.
- In-house CPD continued this year with a *Teachmeet* held to upskill staff on the use of Microsoft OneNote. Further *Teachmeets* are scheduled for the start of the next academic year.
- There was significant improvement in provision of infrastructure within the school over the last three years that has had a positive knock-on-effect on teachers’ ability to successfully implement relevant digital strategies in the classroom. In October 2020, each staff member was furnished with a laptop-tablet dual device and rooms were equipped with wide screen televisions. Significant efforts were made to ensure teachers were able to connect their school device to the television on a consistent basis.
- Only 3 respondents to the staff survey indicated that a lack of skills or knowledge continue to be a barrier when attempting to implement digital learning strategies in their classrooms. This figure demonstrates the effectiveness of various *Teachmeets* and informal collaboration amongst staff over the last three years.

In my day to day work, LACK OF SKILLS AND/OR KNOWLEDGE impedes my use of Digital Learning Strategies :- 📄
53 responses

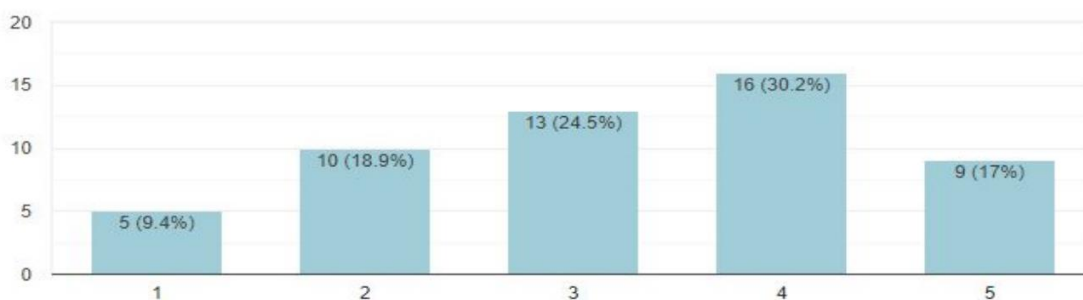


Figure 7: Responses to Staff Survey (2020); [1=strongly disagree & 5=strongly agree].

22. In my day-to-day work, lack of skills and/or knowledge impede my use of Digital Learning strategies.

39 responses

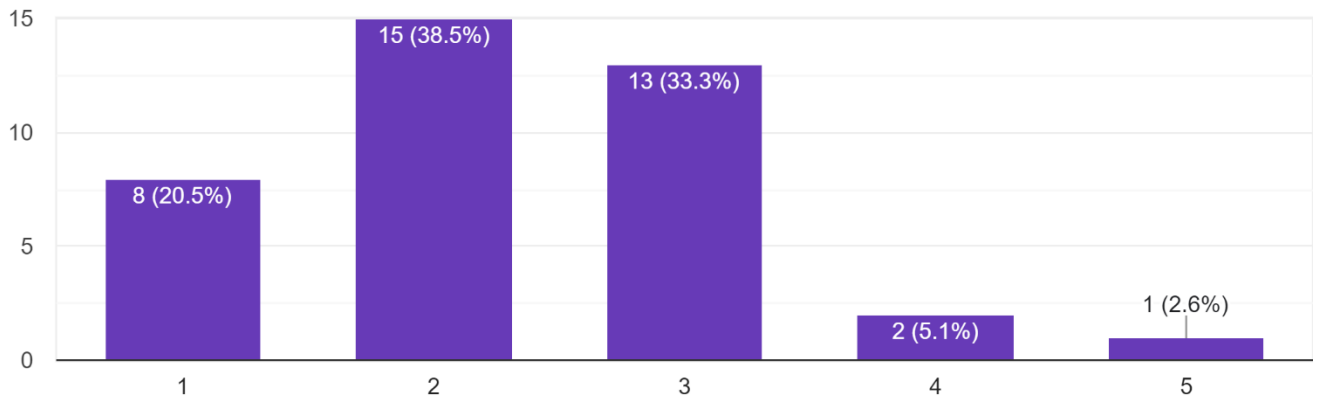


Figure 8: Responses to Staff Survey (2023); [1=strongly disagree & 5=strongly agree].

- Staff proficiency in the main teaching software can be seen in the charts below (1=not at all proficient & 5=very proficient).

6. Google Drive

39 responses

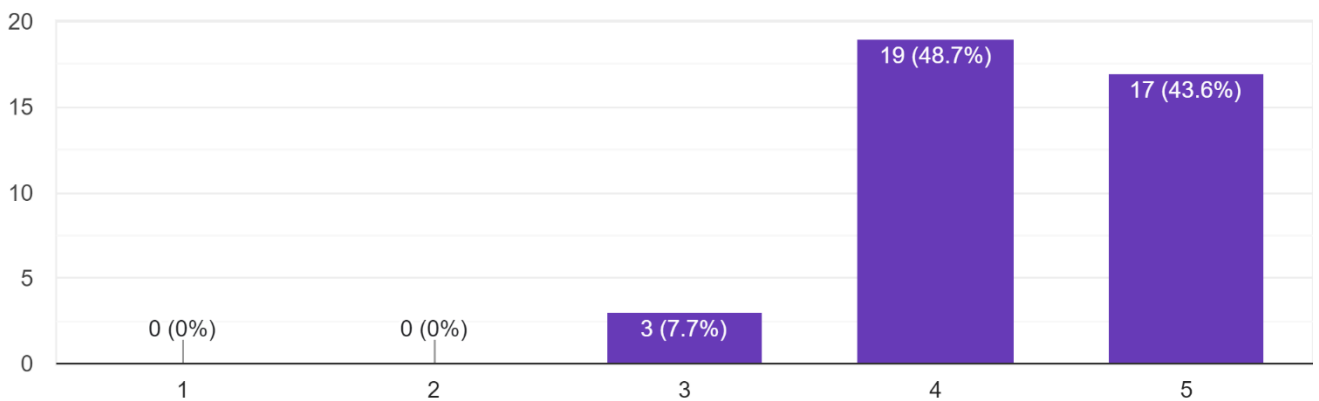


Figure 9: Responses to Staff Survey (2023).

7. Google Docs or Microsoft Word

39 responses

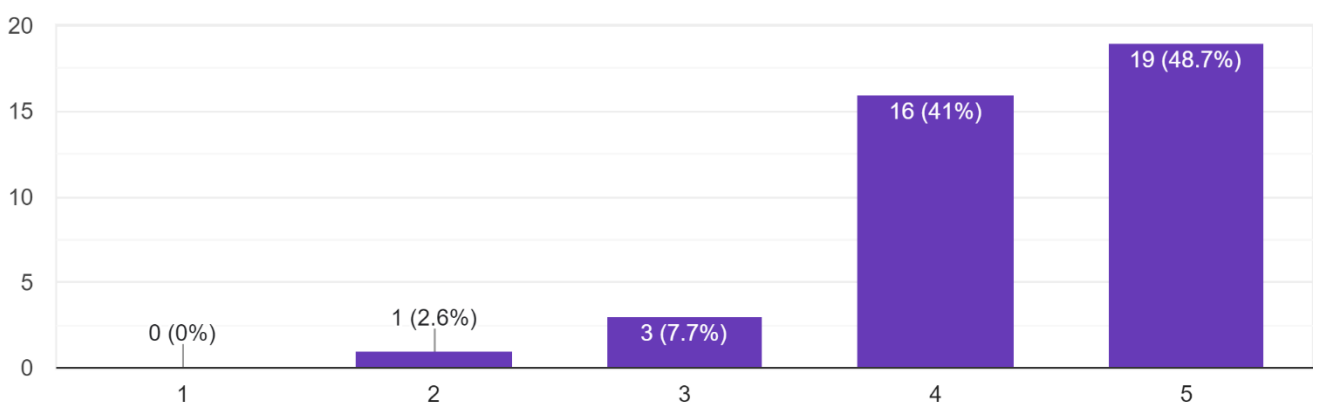


Figure 10: Responses to Staff Survey (2023).

9. Google Slides or Microsoft PowerPoint

39 responses

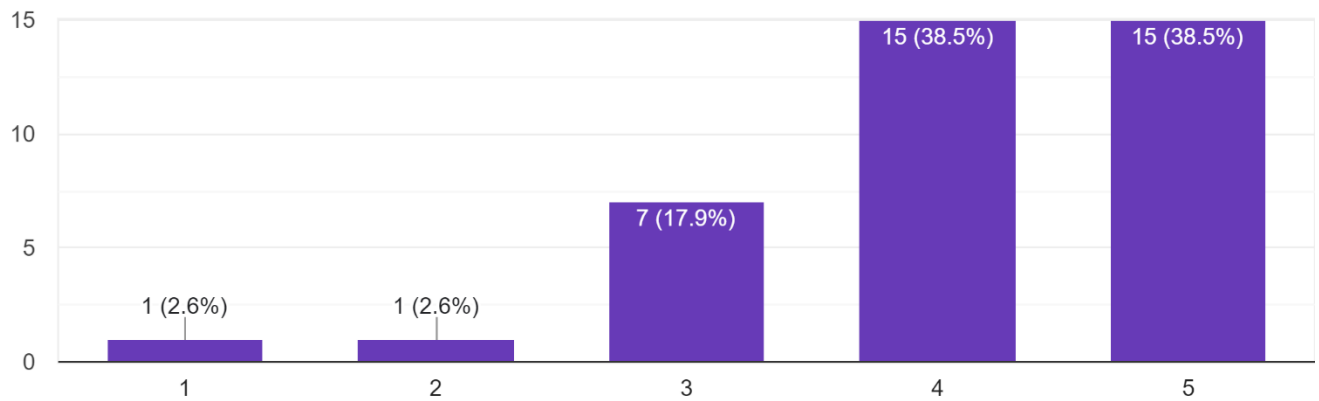


Figure 11: Responses to Staff Survey (2023).

- In the junior and senior focus groups, students noted the improved clarity when viewing material on the new televisions compared with the older projectors. However, glare from the sun, relative to their seating position in certain rooms, can cause issues at particular times of the day/year.
- Departmental Google Classrooms are routinely set up and maintained by staff to increase the ease with which notes and resources can be shared.
- Staff informally share useful websites/videos/apps that may prove useful to their colleagues.
- Digital technology leaders shared relevant CPD with their departments as required. They also operated as a point of contact within their department if any teacher needed assistance with digital technology.