



ST. DAVID'S HOLY FAITH SECONDARY SCHOOL
Greystones, Co. Wicklow

**ST. DAVID'S HOLY FAITH SECONDARY SCHOOL,
GREYSTONES, CO. WICKLOW**

Whole School Digital Learning & Acceptable Use Policy

This Whole School Digital Learning & Acceptable Use Policy was ratified by the Board of Management on

Thursday, 25th April 2024

Introduction

Saint David's Holy Faith Secondary School makes extensive use of technology in all areas of school life inclusive of teaching and learning. The school recognises the importance of digital technology in maximising the teaching and learning experience of our students. As a school, we have sought out opportunities to explore the effectiveness and increase our overall usage of beneficial learning technologies.

In 2023, Saint David's employed the use of a European backed evaluative tool known as S.E.L.F.I.E (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies). This tool allowed us to identify strengths and areas of development in our use of digital technologies to support teaching and learning. It allowed us to anonymously gather the views of students, teachers and school leaders on how technology is used in their school. (Please see SELFIE report in appendix 1).

Leading on from the SELFIE report, Saint David's participated in the European Digital Schools awards. In May 2023 Saint David's was awarded with a European Digital Schools award in recognition of our substantial and effective use of technology in the following domains:

- Leadership - Mentor
- Collaboration and Networking
- Infrastructure and Equipment
- Continuing Professional Development
- Teaching and Learning
- Assessment
- Student Digital Competence

The full report can be viewed in appendix 2.

As part of the Department of Education and Skills digital Strategy for schools 2021-2027 Saint David's has an active digital strategy team in place. The team upholds its responsibility to publish an annual digital learning plan. This strategic live document sets out the targets and actions for the year ahead. The team meets on a regular basis to identify areas of improvement and to identify strategies to further progress and embed the use of digital technologies within the school and in particular within the area of teaching and learning. (Appendix 3).

In addition to the annual digital learning plan, the team has also outlined an overall implementation plan of digital technologies within the school over a five year period. This implementation plan is published in the school's 2021-2026 Strategic document (Appendix 4).

This Acceptable Usage Policy sets out how we use technology within the school and also sets out the parameters within which this technology is used to ensure the safety and fair

usage of such technologies by all staff and students. It also sets out our blended teaching and learning approach with the use of Google Classroom.

Purpose

The purpose of this Acceptable Usage Policy is to define the way in which digital technologies and infrastructure are managed throughout the school and the rights and responsibilities of all users. It is incumbent on us all as a school community to ensure that technology is used in an ethical, legal and correct manner. Therefore, this policy will address the rights, privileges, responsibilities and actions associated with digital technology. The policy will ensure the compliance of all relevant legislative requirements. This is inclusive of the school's physical infrastructure (storage, internet and school devices) and virtual infrastructure (email and Google Classroom).

The Digital Learning Technology, blended learning and acceptable usage policy of Saint David's Holy Faith Secondary School aims to adhere to the principles of Digital Citizenship which consist of the following:

- Respect Yourself
- Protect Yourself
- Respect Others
- Protect Others
- Respect Copyright

In addition to this, the policy will outline the school's approach to blended learning. It sets out the requirements and appropriate use of virtual classrooms (Google Classroom) by both staff and students.

This policy is reviewed on an ongoing basis as part of best practice.

This policy applies to all areas of learning within our school:

1. To ensure mobile phones are used appropriately, and are not interrupting the learning and teaching, in compliance with Saint David's Holy Faith Secondary School's code of behaviour.
2. To ensure that the D.L.T. and facilities within the school, including staff and student tablets and chromebooks, and ICT rooms assist in the learning and teaching, and are utilised in a safe and effective way, benefiting students and staff.
3. To ensure that students and staff are aware of their responsibilities and rights, as well as being aware of what is acceptable and what is unacceptable behaviour.
4. To ensure all staff and students of Saint David's Holy Faith Secondary School can work and learn within an environment that facilitates this, free from harassment and intimidation.

5. To ensure Saint David's Holy Faith Secondary School can adapt to changing needs and circumstances, legally and all others.
6. To ensure the copyright of all electronic data, created and accessed, within Saint David's Holy Faith Secondary School, is honoured.

Information Storage

For security and legal reasons, the school's preferred position is that:

- Students may not use **personal** memory sticks (USB), CD-ROMS, cloud storage or other digital storage media within school without a teacher's permission.
- Uploading or downloading of non-approved software by staff and students is not permitted.
- Use of school devices, and ICT rooms for the purposes of teaching & learning will always be conducted under the supervision of a teacher.
- Virus protection software will be used and updated regularly by the school's external tech company.
- Students will treat others with respect at all times and will undertake to not bring themselves, their school and others, into disrepute, through their use of Digital Technology as outlined in Saint David's Holy Faith Secondary School's Anti Bullying Policy and adhering to Saint David's Holy Faith Secondary School's Code of Behaviour.

Users must be aware that they should not have any expectation of personal privacy in the use of these ICT resources under the school's domain. Personal information, however, is not publicly accessible outside the school network.

In Saint David's Holy Faith Secondary School we have three post holders with specific responsibilities for digital infrastructure, digital learning and the school website. School management and A.P post holders reserves the right to monitor and review the use of digital technology resources (the school network) and will do so, as needed, to ensure that systems are being used for educational purposes. It is important, therefore, that the whole school community (students, staff, parents/guardians, Trustees and the BOM) understands this and recognises that monitoring access:

- Increases safety and security of people and resources by supporting a positive learning and work environment, safety from harassment, intimidation and threats.
- Promotes appropriate and safe internet access fully compliant with child safety and electronic communication.
- Discourages breaches of confidentiality, copyright infringements and inappropriate file downloads and print requests.

Use of Internet:

One aspect of this policy is the acceptable use of internet services. Saint David's aims to ensure that students will benefit from the learning opportunities offered by the school's internet resources in a safe and effective manner.

- Students will use the internet for educational purposes only.
- Students will not intentionally visit internet sites that contain illegal, obscene, hateful or otherwise, objectionable materials. St David's Holy Faith Secondary School's code of behaviour has clear sanctions outlined in the event that students breach these.
- Students will report accidental accessing of inappropriate materials in accordance with school procedures.
- Students will not copy information into assignments or projects or homework and fail to acknowledge the source (Copyright and Plagiarism infringement).
- Students will not download materials or images not relevant to their studies (as this is a direct breach of this ICT and AU policies and is strictly forbidden).
- Students will not disclose or publicise personal information of their own or any other person.

Content Filtering

- Saint David's Holy Faith Secondary School has chosen to implement the following level of content filtering on the Schools Broadband Programme: Level 6 (Appendix 5). This level allows access to millions of websites but blocks access to websites belonging to the personal websites category. In 2023, the content filtering was updated from level 4 to level 6 in order to facilitate the use of social media accounts such as Instagram and X which assist with the promotion of school life via school managed accounts.
- Students taking steps to by-pass the content filter by using proxy sites or other means may be subject to disciplinary action as per Code of Behaviour, including written warnings, withdrawal of access privileges, detention and, in serious cases, suspension or expulsion

Saint David's Holy Faith Secondary School implements the following strategies on promoting safer use of the internet and making our students responsible digital citizens:

- Students will be provided with education in the area of internet safety as part of our implementation of the SPHE and CSPE curriculum.
- Teachers will be provided with continuing professional development opportunities in the area of internet safety such as PDST, Junior Cycle for Teachers and Blackrock Education Centre.

School Website:

- The website of Saint David's Holy Faith Secondary School is regularly checked by the A.P. post holder with responsibility for the website and its content. This post holder operates a central administrative role.
- The A.P post holders ensure that there is no content that compromises the safety of students and staff.
- The publication of student work is co-ordinated, approved and monitored by each classroom teacher.
- Students will continue to own the copyright on any work published. Additionally, the copyright of all others' will be honoured.
- Saint David's Holy Faith Secondary School will avoid publishing the combination of both forename and surname of its students and staff members in photographs published on its school website. Saint David's Holy Faith Secondary School will endeavour to use digital photographs, audio and video clips focusing on groups, where possible.
- Saint David's Holy Faith will always seek permission from parents and/or guardians on the publication of their son/daughters photograph on schools website and/or social network account before publication.
- Saint David's Holy Faith Secondary School website and social networking accounts are checked regularly so as to ensure no personal details of students and staff members are compromised, as per our Code of Behaviour and Anti-Bullying policies

Email:

Staff

- All teachers and staff members have been provided with an email address in the @stdavids.ie domain. This email is to be used for educational, research and administrative use only.
- Teachers and all staff members will not share their personal details with students, including personal mobile numbers, personal email addresses or social networking personal details.
- Staff emails and their Google Workspace account are to be used for the exchanges of notes, assignments, resources, information etc, Google Classroom and cloud storage facilities only. This is done to protect both student and teacher from any potential harassment, embarrassment, inappropriate allegation or Child Protection issue(s) that may arise in the absence of such a monitored and transparent communication system, as per Teacher Council Guidelines.
- Teachers will never mention a student's name in an email when dealing with sensitive data. They will instead use an appropriate coding system as agreed by school management.
- It is the responsibility of all staff members to protect their Google accounts by logging out and maintaining a safe password.
- Any staff member departing Saint David's will have a period of 7 days before their Google account is permanently deleted. They should take the necessary steps to download or transfer any digital resources and records created within their Google account. After 7 days they will lose all access to their Google account and all data associated with their account inclusive of past emails and materials stored in Google Drive. The A.P.1 post-

holder will delete the account upon request from the school principal. It will not be possible to reactivate deleted accounts. For staff members who are going on career break their email accounts will be paused. This means that they will not lose access to existing emails and resources but will not receive any further emails during the period in which the account is paused.

- Departing staff members must return any school device that was provided to them within 7 days

Students

- Students will use approved school email accounts under the supervision and permission of a teacher. Students will use their school email account for educational purposes only.

- Students must only contact teaching staff through their approved school's domain (@stdavids.ie) when contacting for the purpose of electronic communication. Parents do not have permission to use their son/daughters account to contact staff of Saint David's

- Students will not share login names or passwords with each other nor use another person's account. If a student should breach this rule, sanctions may be imposed by the school, including detention, suspension and expulsion

- Students will not send or knowingly receive any material that is illegal, obscene, defamatory or intended to annoy or intimidate another person.

- Students will not reveal their own or another individual's personal details such as addresses, phone numbers, photographs, etc.

- Students will never arrange to meet face-to-face with someone they only know through social networking sites or the internet or by email.

- Students will not send nor receive email attachments unless they have the permission and supervision of a member of the teaching staff.

- Internet chat rooms, discussion forums and other electronic communications will only be used for educational purposes and only accessed when a teacher gives permission and supervises.

- Unrecognisable usernames will be used in such incidents in order to avoid disclosure of identity.

- Students will be provided with guidance on email etiquette including how to address staff members when sending an email and the appropriate time and situation for sending an email.

- If a student leaves Saint David's their Google and Windows accounts will be permanently deleted. This includes all material associated with their accounts (Google Classroom notes, Google Drive files etc).

Mobile Phones:

- Students may carry their mobile phone on their person, but it must be switched off except during small break (10:50 am – 11:05 am) and lunchtime (1:05 pm – 1:35 pm), as per our schools Code of Behaviour and under the instruction of a teacher.

- During whole school exams (November, February/Mocks and Summer) mobile phones must be switched off in the exam hall, or any room where exams take place. Exam papers will be cancelled for a student(s) if a mobile phone goes off in the exam hall.
- Mobile phones cannot be used in any way between classes, on the way to classes, during classes (unless stated otherwise by teachers) or before classes. Mobile phones may only be used before school commences (8:45 am each day), during said breaks and after school (post 3:35 pm). One exception is whereby the teacher has given permission for students to use said mobile phones in class
- If a student needs to contact home urgently during the school day, they may proceed, with their teacher's permission to the school office and use the school phone with office approval. If a parent(s)/guardian(s) needs to contact his/her son/daughter urgently, they can do so by phoning the school and the office staff will relay the message(s) to the student promptly, where and when applicable. Under no circumstance is a student permitted to contact their parent(s)/guardian(s) via their own personal phone.
- If a student requires checking for a text message outside the permitted times, they may do so by reporting to the School Office and seeking permission from the school Principal, Deputy Principal, Year Head or Class Teacher
- A student cannot use their phone to take a photograph of any member of staff or another student. This is a breach of Saint David's Code of Behaviour and If a student should breach this rule, sanctions may be imposed by the school, including detention, suspension and expulsion.
- If a student breaches any of these rules, the phone and SIM card will be confiscated immediately and given to the Year Head who will enforce the School's code of behaviour policy. Sanctions and disciplinary action(s) may be taken against students for non-compliance with these points.
- Teachers may give permission to students to use their mobile in class for project work or other educational purposes.

At all times, the privacy of the student shall be respected. Where the data on a phone is accessed, it shall only be done, to determine whether there was a misuse rather than monitoring the private activities of the owner.

School Devices

As we move forward with new educational changes in school, and the Digital Learning Framework, we are embedding digital technologies to create meaningful student learning experiences. Encouraging positive student engagement, Saint David's aims to realise and maximise the potential of Digital Technologies as a valuable resource for assessment and blended learning in a safe and effective manner for all our students.

In August 2023 Saint David's Holy Faith Secondary School completed a thirty - three-month project of refurbishment and redevelopment. An investment of €323793.95 was made in the purchasing of:

- Projectors

This involved the remounting of existing projectors and the addition of 14 state of the art interactive projectors.

- Digital interactive displays

This involved the purchasing of 5 large digital displays for the following areas of the school: Dining area and lobby, business room, library, science lab and DCG lab

- Student Chromebooks

This involved the purchasing of an additional 30 Chromebook hybrid devices and 15 library Chromebooks for individual study

- Staff devices
- A new computer lab

In April 2022 a new computer lab was installed containing 31 HP desktop computers

- A new DCG computer lab

This involved the purchasing of 25 high spec desktops with large displays and an additional set of laptops

- A new server
- The upgrading of school wifi and switches

This investment ensured that we have the most up to date wifi speeds around the school. It also addressed the issue of wifi black spots throughout the school building.

This Digital Technology is the property of Saint David's Holy Faith Secondary School and staff is requested to use these technologies for school use in Saint David's Holy Faith Secondary School, and not for personal use. Staff must ensure that school laptops, mobile computers devices and tablets provided to them are protected at all times. The following regulations need to be followed when using school devices

Staff

-Staff should ask students if there is any visible damage to the school device prior to and after use

-Staff should notify the A.P.1 post-holder of any damage to school devices as soon as they become aware of same

-Computer rooms can be booked out in advance using the digital Google Slides booking calendar. Teachers may book the computer room for a maximum of 3 consecutive weeks at any one time. This is to facilitate equal access for all teachers.

-Staff should always accompany students when both collecting and returning school devices to their designated places

-Devices must be plugged in from period 5 onwards (period 3 on Wednesdays)

-Devices may be used in after-school supervised study. Supervising teachers should actively monitor the use of these and ensure that they are being used for educational purposes only.

Students

- Students are to use school devices for educational purposes only and not for personal use.
- Students are prohibited from eating and drinking around school devices.
- Students are prohibited from taking pictures or videos on school devices.
- Student must take care that they log out of the device when finished using to protect their personal details/information
- Students should report technical issues or damage to their teacher, who in turn will notify the relevant AP post holder.

In the event of a student breaching these rules while using a school device, the Code of Behaviors policy will be followed.

Remote and BLENDED LEARNING

Teaching and learning is normally conducted in person within our school building. In exceptional circumstances, and at the discretion of the Board of Management remote working/teaching/learning will be facilitated.

- Staff, who are authorised by the school, to work from home, must take all reasonable measures to ensure that access to school software applications are kept secure and are protected against unauthorised access, damage, and loss.
- Staff will be expected to use school approved learning portals Google Classroom, Zoom and other elements of Google Workspace i.e. Google Drive, Forms, Documents, Slides, Sheets etc. to support and enhance students where remote learning is necessary. Teachers are advised to see our *Teachers Guidelines for Online/Blended Learning* for support in features of Google Workspace and other educational tools (Appendix 6)
- During periods of remote/blended learning Zoom classes or Google Classroom activity will be in place for students at their scheduled class time.
- When a teacher delivers a Zoom class, they are required to record and upload the Zoom class on Google Classroom. This is to ensure that there are many children in a household, with limited devices, said child(ren) can access lessons online.
- Attendance is recorded in teacher diaries. In the event that a student is absent for multiple classes, this information should be reported to the appropriate Year Head.
- At this time of remote/blended learning the classroom has become a virtual setting. Teaching and learning is still the main priority of all our students. Normal class rules of social interaction apply, and the remoteness of the students must not be used as an

excuse to behave in an antisocial manner or post unacceptable messages. Students are expected to behave as they would do in a normal classroom setting.

- Students must enter Zoom classes with cameras on and must remain on for the entire duration of the class.
- Students must dress appropriately.
- Students must remain on mute unless asked to unmute their mic by teacher.

In the event of a student becoming disruptive in class, the school's code of behavior policy is used.

- Students will be instructed to behave.
- If the student does not comply, the student will be removed from the Live class on Zoom.
- The teacher will report the student to the Year Head. At this point the school's Code of Behaviour will then apply.

Blended learning via Google Classroom

Teaching and learning is conducted in person within our school building. In addition to in person teaching and learning all teachers make use of Google Classroom. This online platform allows teachers to communicate with students, create and share digital assignments and share resources. It is a requirement for all teachers to have a Google Classroom set up for each of their classes and it is at the discretion of each individual teacher what resources are shared on this online platform. All parents/guardians are invited to join Google Classroom and can opt in to receive weekly summaries of their sons/daughters' Google Classrooms. Parents are provided with a comprehensive user guide and visual aid to help them opt into and receive Google Classroom summaries (appendix 7)

Staff Professional Development in Digital Learning Technology

- Staff use digital technologies on a daily basis for various teaching and learning purposes such as research on the internet, preparation of worksheets/class tests/information sheets and communication and sharing of resources.
- All members of staff are offered training to improve their digital technology capability and have a responsibility to keep up to date on developments in digital technology.
- Teachers should recognise the importance of being a digitally aware citizen and are advised to access www.webwise.ie on being a digital citizen.
- Staff CPD on digital technology is provided twice a year through staff meetings.
- Assistance and advice on the use of digital technology is available to staff from the AP post holders after school and upon agreement as well as at staff meetings each term.
- There is continuous attention to improving the quality of staff computers and digital technology resources throughout the school.

Saint David's has established a Teacher Google team. This team is responsible for setting and monitoring the annual digital strategy. The digital strategy is shared with all staff at the beginning of each academic year. The team meets regularly to monitor the progress of the strategy and to set actions for improvement.

Exempt cases:

There are certain events, both on and off-site, during the school year, whereby activities and trips may require the use of electronic devices. If a student or students are unsure about the appropriateness, he/she should seek guidance and/or advice from a supervising member of staff, and where it is deemed inappropriate, sanctions as per Code of Behaviour, shall apply.

Sanctions:

The misuse of the internet, software and hardware, may result in disciplinary action, including written warnings, withdrawal of access privileges and possible, suspension or expulsion, as per Code of Behaviour. Saint David's Holy Faith Secondary School reserves the right to report any illegal activities to An Garda Síochána and any other relevant State authorities. The Board of Management of Saint David's Holy Faith Secondary School urges any person who receives intimidating, threatening or harassing message(s) to report it immediately to any member of staff.

School Management reserves the right to investigate and deal with any incidents and activities that happen outside school time and which impact on the welfare or education of students of Saint David's Holy Faith Secondary School. This often, but not always, applies to the misuse of social media/networking sites that may lead to online or cyber bullying. Students must be conscious about possible repercussions of posting messages, images and photos online. The circulation, publication and/or distribution on the internet of material associated with the school, including but not limited to school activities, where such circulation humiliates, undermines and/or causes damage to the school or any person, is considered a serious breach of St David's Holy Faith Secondary School Code of Behaviour, warranting action being taken, up to and including, suspension or expulsion.

Legislation:

Saint David's Holy Faith Secondary School's blended learning and AUP policy has been written based on the following Irish legislation:

- Children First (2013)
- Data Protection (Amendment) Act (2003) & (1988)
- Child trafficking and Pornography Act (1998)

- Interception Act (1993)
- Video Recording Act (1989)
- Guidance on Emergency Remote Teaching and Learning In A Covid-19 Context (Post-Primary) 2020
- Data Protection Act (2018).

Appendix 1



SELFIE SCHOOL REPORT

How to use the results

The SELFIE school report brings together and compares views of your school leaders, teachers and students. Like a real "selfie", the information collected in SELFIE provides your school with a snapshot of where you stand currently in relation to strategy and practice in the use of digital technologies for teaching and learning. The results from SELFIE can help start a dialogue within your school community. It can be a good basis to identify and discuss strengths and weaknesses and to create a school plan on using digital technologies to support learning.

SELFIE can be used on a yearly basis so you can track where progress has been made and where action may still be required. The SELFIE results are available only to you and no-one else can access these.

When analysing the results of the SELFIE school report, you should consider if in specific areas or statements/questions there are:

- Low ratings •
- High ratings
- Significant differences in ratings between user groups

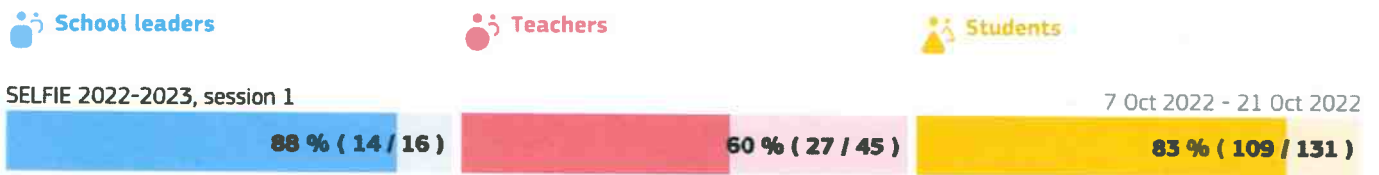
Please note that this pdf is an extract of the full results for your school. if you want to look further into certain areas or statements, you should refer to the online report and download any charts you need.

If you need to refer back to the questions and statements in each of the areas please see the Customise your questionnaires section on the SELFIE dashboard where you can download the full list of questions.

This report shows the results from the self-reflection "SELFIE 2022-2023, session 1".

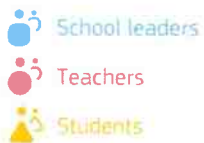
Completion rates

In this self-reflection exercise the participation of school leaders, teachers and students was as follows.



Profiles

The profiles presented for this school/firm are the following:



Overview of areas

Average responses for each group (school leaders, teachers and students) for each of the 8 areas.

A Leadership



B Collaboration and Networking



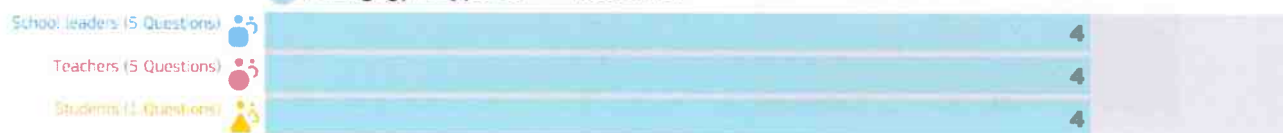
C Infrastructure and Equipment



Continuing Professional Development



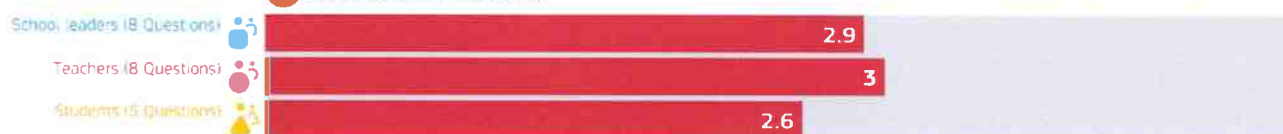
E Pedagogy: Supports and Resources



F Pedagogy: Implementation in the classroom



G Assessment Practices



H Student Digital Competence



A.

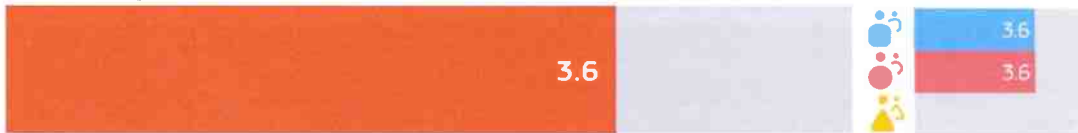
Leadership

Questions in this area relate to the role of leadership in the school-wide integration of digital technologies for teaching and learning.

A1. Digital strategy



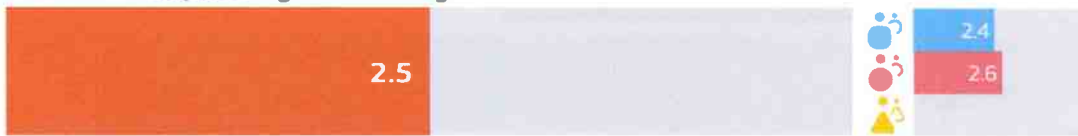
A2. Strategy development with teachers



A3. New ways of teaching



A4. Time to explore digital teaching



B. Collaboration and Networking

This area relates to measures that schools may consider to support a culture of collaboration and communication for sharing experiences and learn effectively within and beyond the organisational boundaries.

B1. Progress review



B2. Discussion on the use of technology



B3. Partnerships



C. Infrastructure and Equipment

Questions in this area relate to infrastructure (eg equipment, software, internet connection). Having adequate, reliable and secure infrastructure can enable and facilitate innovative teaching, learning and assessment practices.

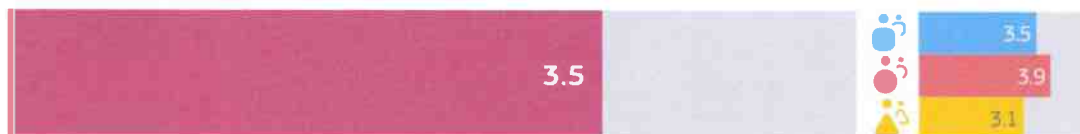
C1. Infrastructure



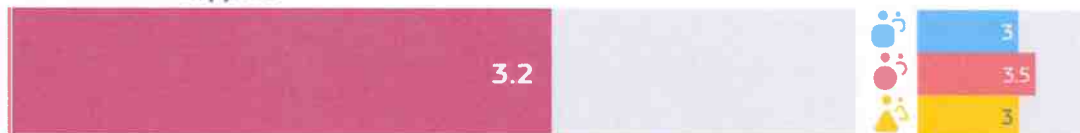
C2. Digital devices for teaching



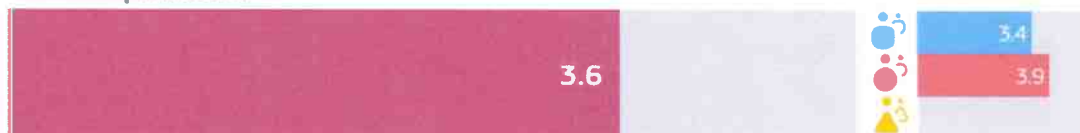
C3. Internet access



C5. Technical support



C7. Data protection



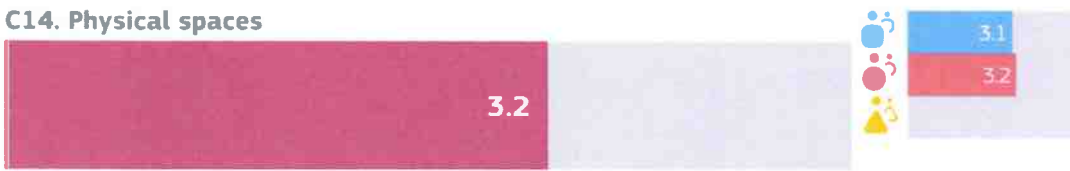
C8. Digital devices for learning



C10. Devices for students



C14. Physical spaces



C15. Assistive technologies



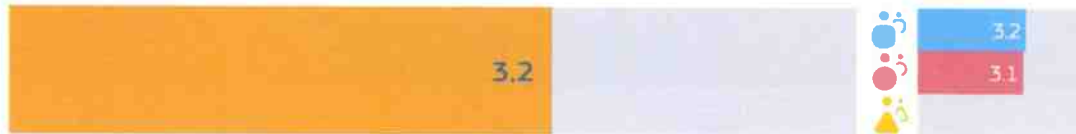
C16. Online libraries/repositories



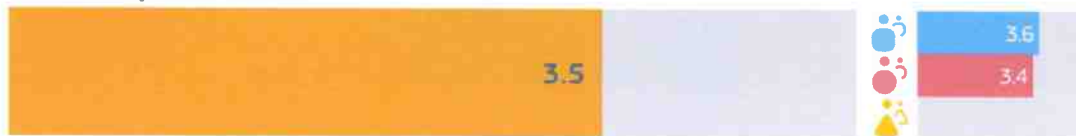
D. Continuing Professional Development

Questions in this area relate to how the school supports the continuing professional development (CPD) of its staff at all levels. CPD can support the development and integration of new modes of teaching and learning that harness digital technologies for better learning outcomes.

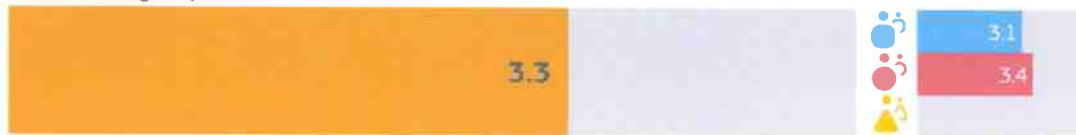
D1. CPD needs



D2. Participation in CPD



D3. Sharing experiences



E. Pedagogy: Supports and Resources

This area relates to the preparation of using digital technologies for learning by updating and innovating teaching and learning practices.

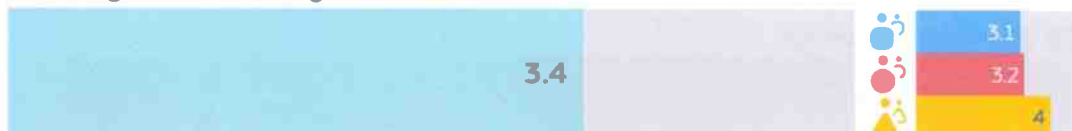
E1. Online educational resources



E2. Creating digital resources



E3. Using virtual learning environments



E4. Communicating with the school community



E5. Open educational resources



F. Pedagogy: Implementation in the classroom

This area relates to the implementation in the classroom of digital technologies for learning, by updating and innovating teaching and learning practices.

F1. Tailoring to students' needs in school



F3. Fostering creativity



F4. Engaging students



F5. Student collaboration



F6. Cross-curricular projects



G.

Assessment Practices

This area relates to measures that schools may consider in order to gradually shift the balance from traditional assessment towards a more comprehensive repertoire of practices. This repertoire could include technology-enabled assessment practices that are student-centred, personalised and authentic.

G1. Assessing skills



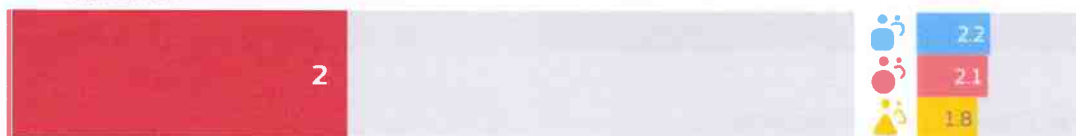
G3. Timely feedback



G5. Self-reflection on learning



G6. Feedback to other students



G7. Digital assessment



G8. Documenting learning



G10. Valuing skills developed outside school



H. Student Digital Competence

Questions in this area relate to the skills, knowledge and attitudes students need to use technologies in confident, creative and critical ways.

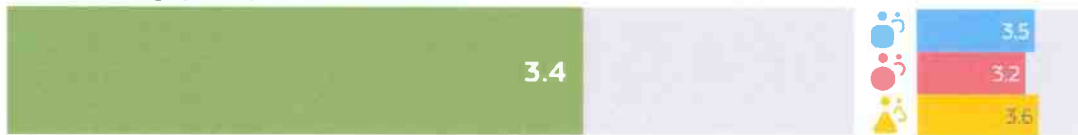
H1. Safe behaviour



H3. Responsible behaviour



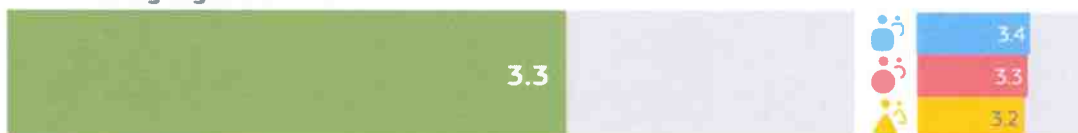
H4. Checking quality of information



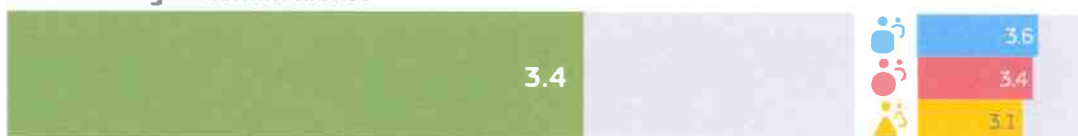
H6. Giving credit to others' work



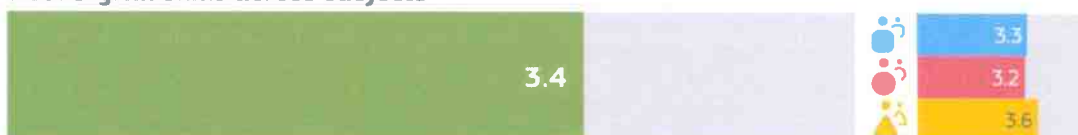
H7. Creating digital content



H8. Learning to communicate



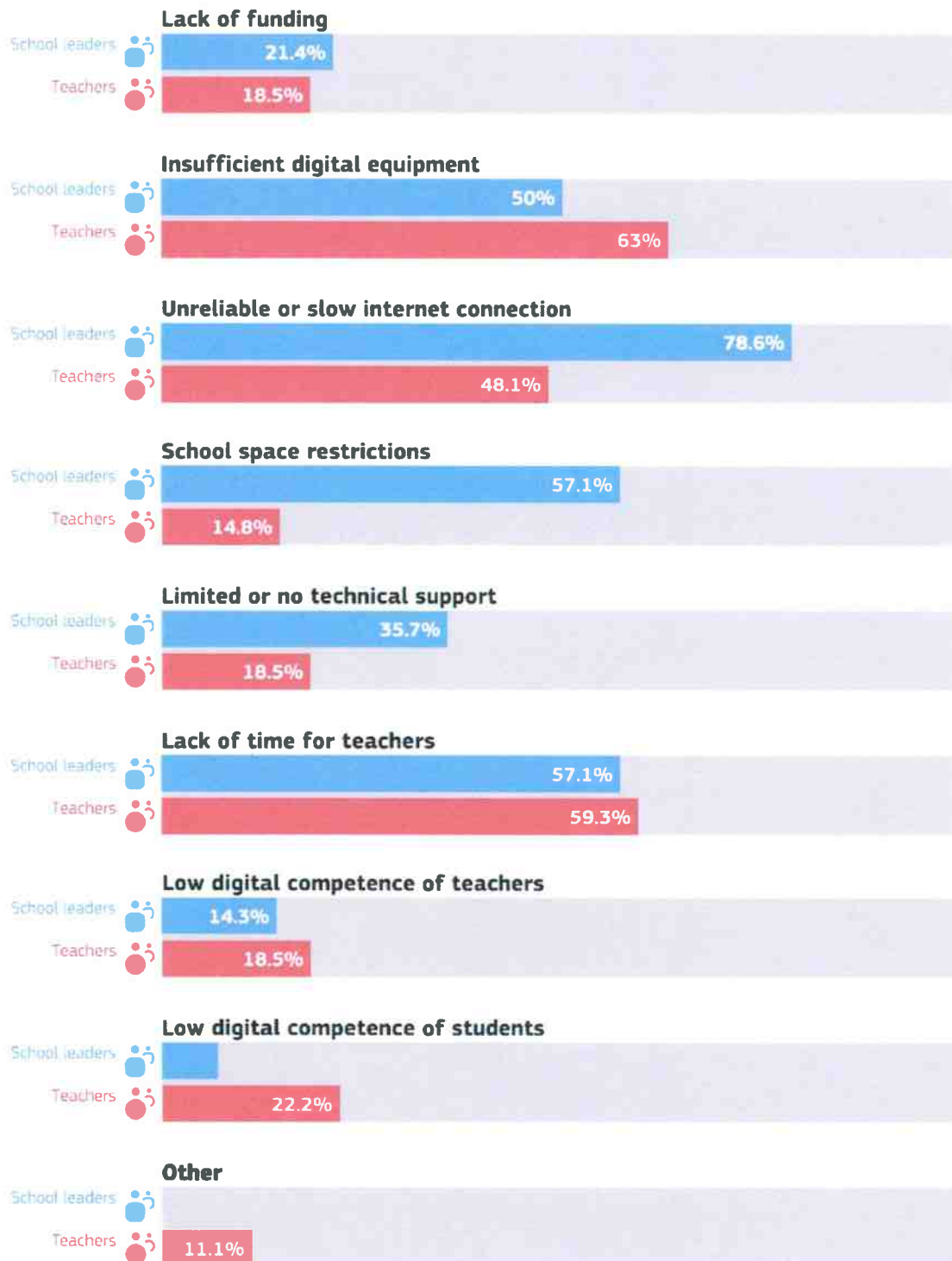
H10. Digital skills across subjects



H11. Learning coding or programming

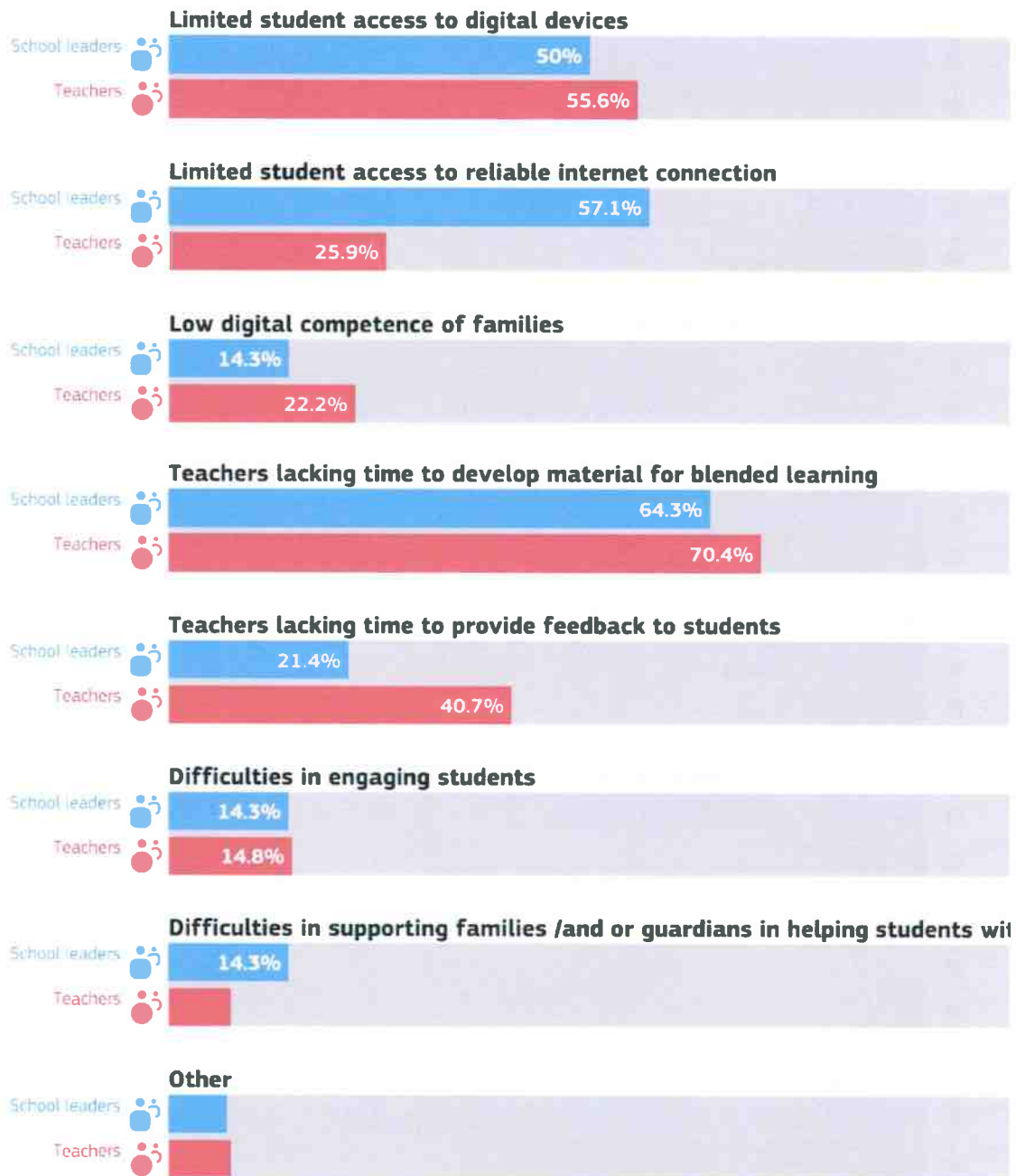


Is teaching and learning with digital technologies in your school negatively affected by the following factors?



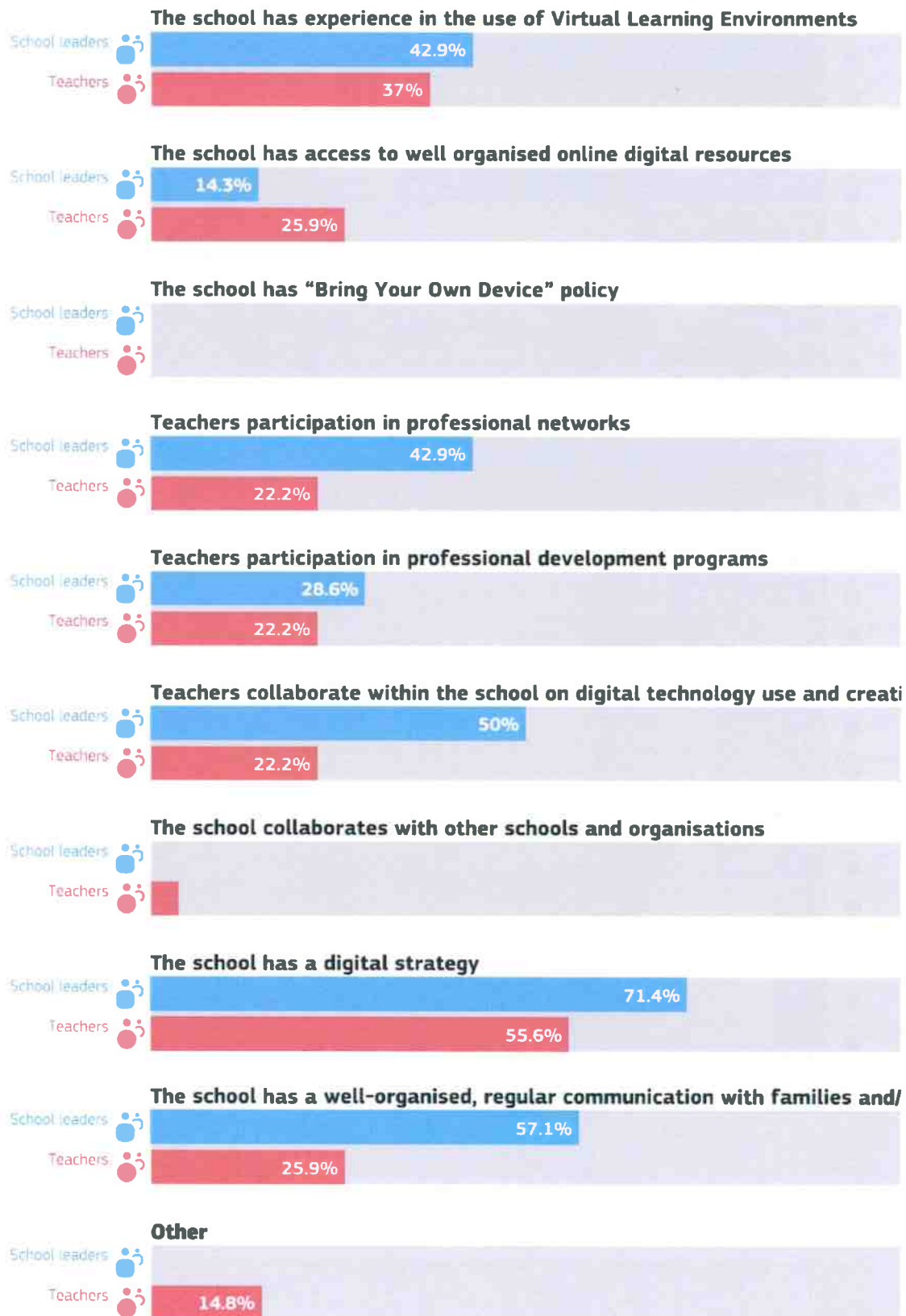
14 School leaders
27 Teachers

Is blended learning negatively affected by the following factors?



14 School leaders
27 Teachers

Is blended learning positively affected by the following factors?



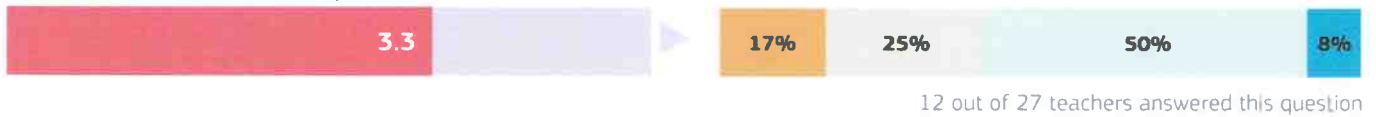
14 School leaders
27 Teachers

Usefulness of CPD activity

What do your teachers think about the usefulness of the CPD activities in which they participated in the last year?

Teachers

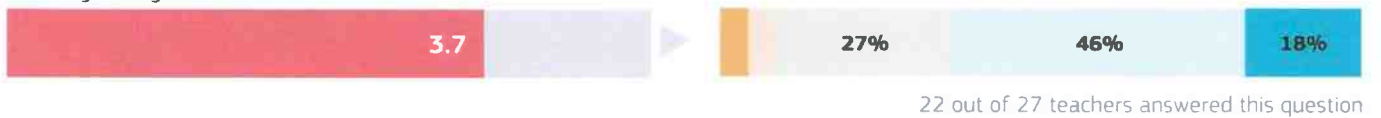
Face to face professional learning



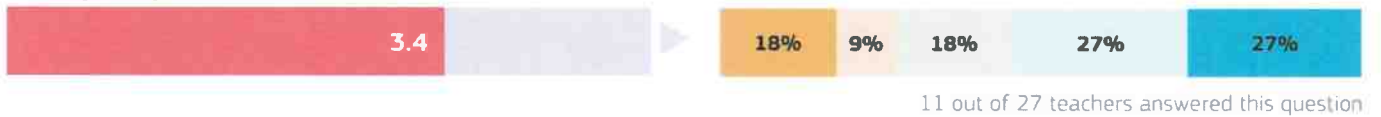
Online professional learning



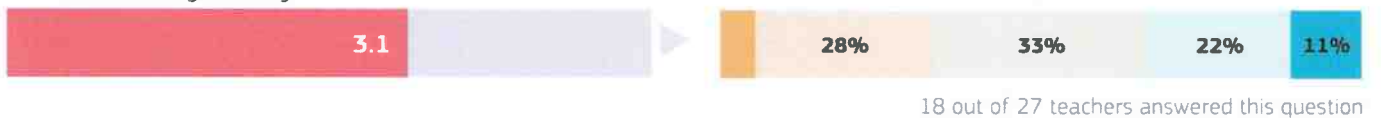
Learning through collaboration



Learning through professional networks



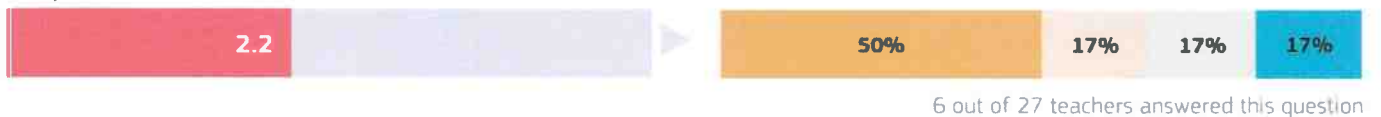
In-house mentoring/coaching



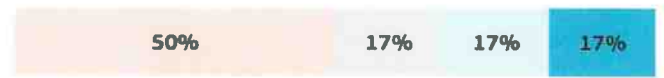
Other in-house training



Study visits



Accredited programmes



6 out of 27 teachers answered this question

Ratings

- Not at all useful **1**
- Not useful **2**
- A little bit useful **3**
- Useful **4**
- Very useful **5**

Confidence in using technology

How confident do your teachers feel in using technology for the following tasks?

Teachers

Preparing lessons



Class teaching



Feedback and support



Communication



Ratings

- Not at all confident 1
- Not confident 2
- A little bit confident 3
- Confident 4
- Very confident 5

Percentage of time

For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?

Teachers

Percentage of time for digital teaching



26 out of 27 teachers answered this question

Ratings

0-10%	1
11-25%	2
26-50%	3
51-75%	4
76-100%	5

Adoption of technology

Which best describes the approach to using digital technologies for teaching and learning by your school leaders and teachers?

School leaders

Adoption of technology



13 out of 14 school leaders answered this question

Teachers

Adoption of technology



23 out of 27 teachers answered this question

Ratings

I tend to use digital technologies after the majority of my colleagues **1**

I tend to use digital technologies at the pace of the majority of my colleagues **2**

I tend to be an early adopter where I see clear benefits **3**

I am usually among the innovators who try out new technologies **4**

Use of technology

How do your students use technology in and out of school?

Students

Technology at school



108 out of 109 students answered this question

Technology at home for schoolwork



108 out of 109 students answered this question

Technology outside school for learning



104 out of 109 students answered this question

Technology at home for fun



105 out of 109 students answered this question

No technology outside school



106 out of 109 students answered this question

Ratings

Never or hardly ever 1

At least once a month but not every week 2

At least once a week but not every day 3

Up to one hour every day 4

More than one hour every day 5

Student access to devices outside school

Are your students able to access digital devices (computer, laptop, table, mobile phone) at home?



Student access to devices outside school



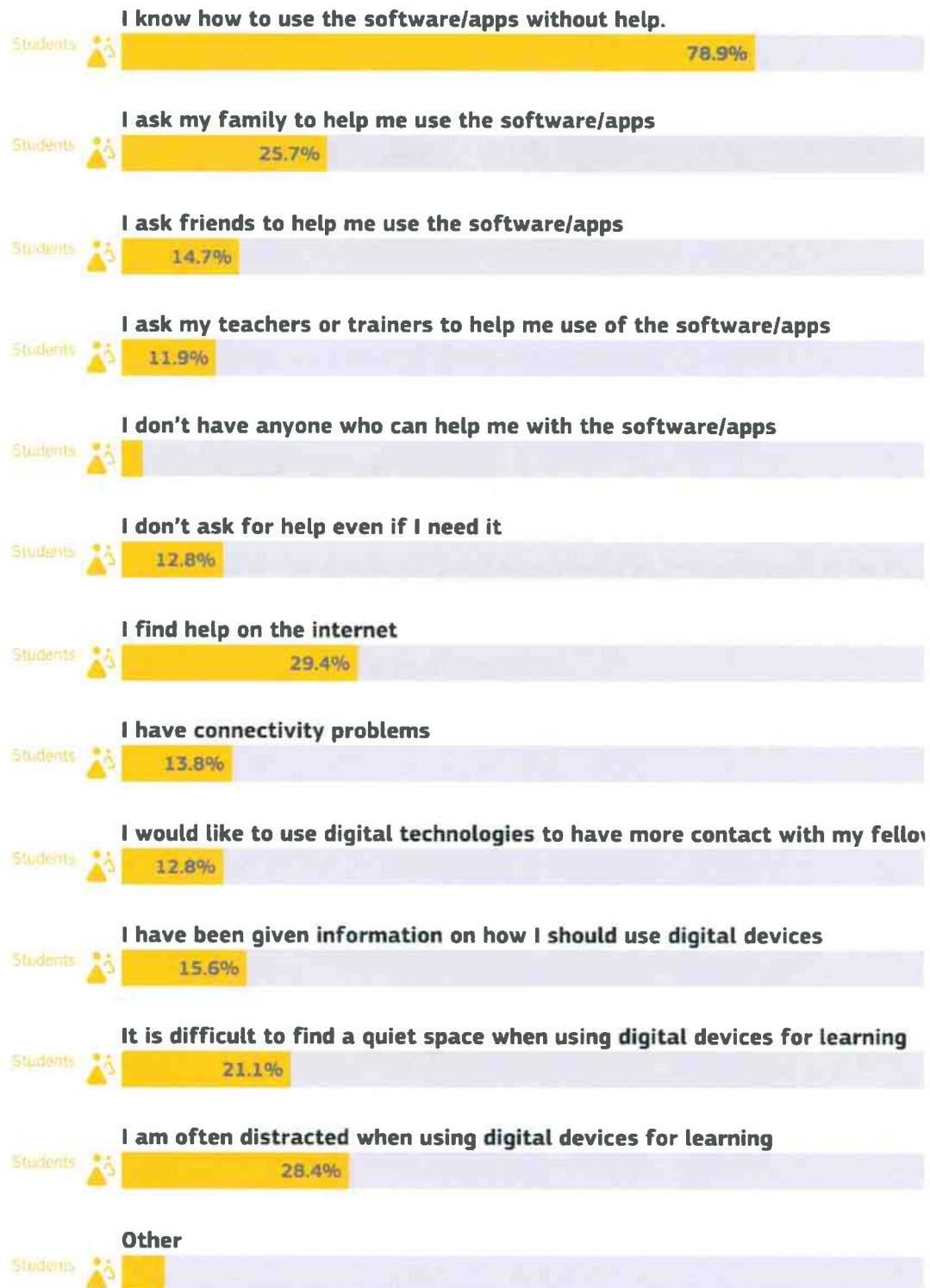
106 out of 109 students answered this question

Ratings

- I don't have access to a digital device to use for my (school) work **1**
- I have access to a digital device but it is not suitable to use for my (school) work **2**
- There is a shared digital device at home which I can use for my (school) work but it is not always available when I need it **3**
- There is a shared digital device at home which I can use for my (school) work when I need it **4**
- I have access to a digital device that is suitable to use for my (school) work **5**

Student technical knowledge

When lessons take place at home with digital technologies



109 Students

Appendix 2



St David's Holy Faith Secondary School

Digital Schools Awards Europe

SELFIE Report

SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies) is a tool designed to help schools embed digital technologies into teaching, learning and student assessment. To be eligible for the Digital Schools Award programme, you must complete a school self-evaluation using SELFIE and upload your SELFIE report to your account. This can be done during any stage before your submission for the award.

Have you completed the SELFIE Report?

Yes

If yes, date of completion?



2022-10-12

Validator comments

St. David's Holy Faith Secondary School completed its SELFIE (Self-reflection on Effective Learning & Fostering the use of Innovative Educational Technologies) in December 2022. The response from Leaders (88%), Teachers (63%) and a group of representative students (88% of 131) was very good and all participants expressed a great interest in the review and its role moving forward. The overall results ranged from 1.8 to 4.7. This reveals that the school is well on its road to effective digital integration/use. Areas of strengths were in Digital Strategy with staff aware of there being one, infrastructure and equipment, with trolleys of devices available. In addition the use of Google classroom for storage and creation was felt to be very effective.

Leadership

The school has a written digital strategy. It is shared, reviewed and updated regularly in consultation with teachers and helps focus on digitally rich teaching, learning and assessment in Face-to-face and blended learning formats. The strategy fosters partnerships and

encourages internet security and copyright compliance.

Evidence should consist of a range of examples including:

- a. School development planning, curriculum policies and/or action planning documentation;
 - b. Minutes of planning meetings, action plans (whole-school and/or departmental), self-review documentation, audits and reports;
 - c. Records of formal, informal, whole-school and/or peer-to-peer professional development activities and, where appropriate, documentation showing the in-school collaboration and engagement with external organisations/personnel for CPD;
 - d. Evidence of compliance with licencing and copyright laws and guidelines.
- Photographs/screen shots or other examples of teachers and pupils participating in a range of online learning activities.

Links to key policies:

Digital learning framework for post primary schools.

 [Open](#)

Department of Education and Skills Circular 00490/2016, Continuing Implementation of School Self-Evaluation

 [Open](#)

Digital learning planning guidelines

 [Open](#)

Digital Strategy for Schools 2015 – 2020 Enhanced teaching, learning and assessment

 [Open](#)

UNESCO ICT competency framework for teachers: The Policy Framework (p.8).

 [Open](#)

Promoting effective digital age learning, A European Framework for Digitally-Competent Educational Organisations, JRC Science for policy report 2015.

 [Open](#)

Inspection and Self-Evaluation Framework Effective Practice and Self-Evaluation Questions for Post-primary Schools

 [Open](#)

Validation:

Validator comments:

Having drawn up a Digital Learning Plan which sets out having Teachers contributing to building whole- staff capacity by sharing their expertise, the ICT coordinator was provided with and supported to engage in more CPD in digital Learning. This experience is then disseminated with the rest of the staff. I would encourage – where possible – additional staff members participating in external CPD in this area also.

Senior management show a strong vision for the continued effective use of ICT and for the need for review to continue its development. They have provided clear and determined leadership in driving the availability of devices and equipment in their school. It would be nice to see more evidence within curriculum planning for each subject area of how digital technologies will be leveraged by teachers and students to enhance the learning experience. The school has an Acceptable Use Policy and Digital Learning Policy which all students and parents are aware of. Students are made aware of this policy at the beginning of the year and guidance is given to staff on this at the beginning of the year or as required.

Workshops/guest speakers for students on cyber resilience and digital awareness are in the works for this coming year. Teachers are encouraged and supported to enable best practice in the delivery of teaching and learning digital sphere. Good practice exists with regard to arrangements for licences, site-wide or individual as needed.

Collaboration and Networking

Teachers collaborate with other schools and organisations to develop and use curricular and extracurricular activities with their learners and they contribute to and learn from networks to support their CPD.

Evidence should consist of a range of examples including:

- a. Screen-shots of pupil work and teacher plans showing a range of digital communication and collaboration formats within and beyond the school
- b. Examples of CPD-based relationships with other schools or organisations;
- c. Documentation showing how collaborative activities are used to develop resources to

support CPD and/or teaching materials;

d. Comments from pupils about how their collaborations with other schools and organisations support their learning.

Validation:

👍 Awarded

Validator comments:

St David's is planning to link in with local schools both at primary and secondary level so as to form a community of practice in their area. This is a really great idea and will only serve to assist students and teachers in utilising digital technologies in their teaching and learning more effectively. Student interviews told of collaboration in a range of subject areas. Teacher collaboration – every CPD session groupings were mixed ability and subject area. Staff collaboration evidence using Google forms to submit votes for student awards etc. It would be great to see staff collaboration on the creation of digital resources for specific subject areas so as to lessen the work load within departments.

Infrastructure and Equipment

The infrastructure across the school includes technical and pedagogical support and digital learning spaces. There is an adequate number of devices and sufficient internet and wireless connectivity for a digitally rich experience for teachers to plan and deliver lessons. Students use digital devices for a range of deep learning experiences in-class and online. In some schools there is a BYOD policy.

Evidence should consist of a range of examples including:

- a. Hardware inventory/audit or list showing distribution across the school maximises opportunities for learning;
- b. Photographs of a range of devices and online learning formats used by staff and pupils;
- c. Online interviews or discussions;
- d. Evidence showing equity of access;
- e. Copies of site-wide and individual licenses;
- f. Digital technology policy containing guidance on compliance.
- g. List/table of productivity tools (e.g. MS office, Google docs, Open office etc.).

Links to key policies:

Infrastructure resources

Digital Learning planning guidelines, Pages 19-22, 32, 44, 46.

[Open](#)

[Open](#)

Validation:

 **Awarded**

Validator comments:

The school has a newly refurbished computer room, a DCG room with high spec equipment for that subject, along with 5 interactive panels for use in various subject areas. The school also has 75 Chromebooks, 60 iPads and 20 Windows PCs in terms of portable devices, with the plan to invest in additional trolleys of devices over the coming years. There are no plans to integrate technology on a 1:1 basis as yet. For the moment the use of devices is an 'add-on' and the students use digital technology as and when their teachers plan for it, mainly for CBAs at Junior Cycle level. Students also use G-Suite extensively for accessing materials and checking their feedback from teachers. G-suite is the school's virtual learning environment and the ICT coordinator attends events in Google every year. In terms of WIFI, the school buildings are very well equipped, with a strong connection throughout the buildings.

Continuing Professional Development

Digitally focused Continuing Professional Development (CPD) activities are designed around identified teacher needs as well as regional and national policy-driven imperatives or accredited courses. Often, such CPD is in-house and colleague-led with examples of innovative practice being shared and disseminated. Other CPD is often cluster-based or conducted through online forums. Much CPD is teaching and learning focused and includes blended learning.

Evidence should consist of a range of examples including:

- a. Records of internal and external CPD activities in digital technology for a range of teachers;
- b. Discussions/interviews with leaders and teachers around the advantages and disadvantages of the use of digital technologies, example lessons, minutes of department

meetings.

c. Individual or whole-school CPD audits, strategies, meetings or reviews.

d. Evidence of how CPD activities have impacted on learning and how outcomes have been disseminated.

- e. Examples of support for blended learning and teaching formats.

Links to key policies:

An introduction to Digital Media Literacy

[Open](#)

SSE Update, Issue 12, Post-Primary Edition,

[Open](#)

Looking at Our School 2016, A Quality Framework for Post-Primary Schools,

[Open](#)

UNESCO ICT Competency Framework for Teachers, p. 1 Forward; p.39, Example methods for teacher education for professional learning.

[Open](#)

The Digital Competency Framework for Citizens (DigComp2.1) EUR 28558 EN, doi:10.2760/38842

[Open](#)

Validation:

 **Awarded**

Validator comments:

The school has a culture of constant auditing and reviewing to inform changes and improvements. This informs the CPD focus needed. Good internal systems are in place and the Digital committee is very effective in delivering this. Digital Learning Coordinator is proactive developing CPD for staff. There is a supportive culture in the school and very effective formal and informal CPD takes place on a continuous basis. The continuing of the sharing of expertise model will ensure the development of the expertise.

Teaching and Learning

Teachers routinely use digital technologies, including virtual learning environments for planning, for developing resources, for teaching, for collaborating and for administration. They use digital resources to provide students with opportunities to

develop creativity, to engage in collaboration, to support

independent learning and to participate in cross-curricular activities through a blend of in-class and online learning formats. They use and foster strong security and internet safety practices. Where appropriate students use their own digital devices in their learning.

Evidence should consist of a range of examples including:

- a. Learner work from a cross-section of year groups and subjects showing the use of a range of digital and online media being used in-class and in blended learning formats;
- b. Reviews/evaluations/assessments available online.
- c. Evidence of student use of synchronous and/or asynchronous collaboration and content creation;
- d. Discussions with learners about the efficient use of digital learning resources and how they manage their time online and develop resilience in their learning .
- e. Documentation from SENCO on digital technologies to diagnose and support children with Special Needs.
- f. Teacher plans in a range of subjects.

Links to key policies:

<p>Teacher CPD</p>  <p> Open</p>	<p>Scoilnet</p>  <p> Open</p>	<p>Connect with Respect. A Garda Síochána resource about cyberbullying</p>  <p> Open</p>
<p>Webwise Resources</p>  <p> Open</p>	<p>Childline</p>  <p> Open</p>	

Validation:

 **Awarded**

Validator comments:

In interviews a range of students from both junior and senior cycle spoke about how the use of technology enhances their learning experience, from using it in MFL to check online dictionaries, to the helpful maths videos, to using the ebook version of a textbook, to participating in fun quizzes, technology really has added to the enjoyment of learning. The students have a very positive outlook on the use of technology and it is great to hear their opinions on this. The g-suite for education platform is used to upload resources, communicate with students in their class and to assess students in their subject. The use of rubrics and audio feedback allow for personalised and focused feedback to be effectively provided which is to be commended. A range of apps such as Kahoot, Nearpod, Blooket, Canva etc. are frequently used and are well liked by students to support learning. There is a culture of evaluations and assessment through quizzes or tests using forms on the g-suite platform. Students and staff have found the use of apps such as Kahoot, Nearpod, Blooket, Padlet, Mentimeter engaging and effective. Teachers from time to time create videos that students can access in their own time and refer back to when needed, this is effective when students are absent. Videos can also be used in collaboration with teachers of the same subject, this will further enhance curriculum development and ensure standards in the subject areas.

Students with additional needs are well supported with assisted technology provision and relevant software.

Assessment

Teachers use digital technologies for formative and summative assessment. They use digital technologies to enhance feedback and to help students document their learning. Teachers use data to inform the effectiveness of their teaching, to individualise learning and feedback. They also use data to support student and teacher-led target-setting.

Evidence should consist of a range of examples including:

- a. Examples of peer-to-peer and teacher-led feedback;
- b. Examples of the use of data to support individualised learning and target-setting;
- c. Examples of students reflecting on their learning;
- d. Student work including e-portfolios and other repositories for learning and reflection;
- e. Other forms of evidence contributing to the school's submission.

Links to key policies:

PDST Assessment for Learning resources and strategies.

 Open

Validation:

 **Awarded**

Validator comments:

Teachers use a range of methods to assess their students, from digital rubrics to audio files to written feedback on digital documents. They also view student work in presentation format for assessment across a range of year groups. The TY students use Google Sites as their e-portfolio and the examples shared were of a very high standard, it is obvious that the TY students enjoy using this platform and are adept in using it.

Student Digital Competence

The school ensures that students develop digital skills across a range of subjects and/or school phases and are taught to be safe and responsible online in ways appropriate to their age and maturity. They are taught to create digital content, to use a range of digital technologies in-class and online to support their learning and, where appropriate to use assistive technologies to support special needs. They are provided with opportunities to use a range of digital communication and collaboration formats within and beyond the school and are supported in reflecting on their learning.

Evidence should consist of a range of examples including:

- a. Audits, reviews, statements from Faculty and digital leaders, Examination of the school website, interviews with school leaders and pupils
- b. Teacher and pupil interviews.
- c. Records of communication such as the use of social media, newsfeeds, Information systems.
- d. The use of apps and VLEs that provide parent/carer access to their children's work
- e. Examples of the presence of computer or coding clubs

- f. Examples of the use of outside organisations to foster digital skills
- g. Records of in-class and online lessons and/or events that are facilitated by digital technology.

- h. Examples of lesson outcomes.
- i. Transitional arrangements with feeder primary schools.

Links to key policies:

Webwise Resources

 **Open**

Digital Leader's resource Pack

 **Open**

Connect with Respect. A Garda Síochána resource about cyberbullying

 **Open**

Childline

 **Open**

Validation:

 **Awarded**

Validator comments:

Excellent training and support is given to students at the start and throughout the academic year. Students in Transition Year benefit from a coding module, a podcasting and creative media module and they enjoy the variety. For the first time students in TY will gain an external certification in their use of digital skills this year. Student Digital leaders have been appointed and they offer support to students in the use of equipment and g-suite. Bringing in more students as Digital Leaders will make this more targeted.

Final Recommendations:

St. David's Holy Faith Secondary School provided a very comprehensive application for the Digital Schools Awards. They have fulfilled the criteria beneath each of the headings listed - and more! They have invested heavily in infrastructure over the past number of years and the whole school community is reaping the rewards

of this. There are a number of plans afoot for the coming academic year in relation to setting a target for their use of technology to enhance teaching and learning wherein all stakeholders have an input. This is a great approach to take, and will mean that CPD can be targeted as appropriate and will encourage engagement. It will also facilitate the production of a comparative report, wherein a benchmark can be set or a snapshot taken, both before and after the CPD has been delivered over the course of the academic year. This is notable as it fits well with the whole School Self-Evaluation process too. I commend St. David's on all of their work so far, the staff and students have been integrating technology into teaching and learning to a good degree already and they will certainly add to this in the coming years with the structured, supportive and measurable approach they are taking. I look forward to seeing your endeavours over the coming years.

Awarded By

Validator

Name: Roisin Beaver **Email:** roisin@digitalschoolsawards.com **Awarded at:** 2023-05-25 12:18:48

Coordinator

Name: Aoife Coordinator **Email:** aoifecareyoconnor+119@gmail.com **Awarded at:** 2023-05-25 12:18:48

Appendix 3

Summary of our live digital learning plan

<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
<p>Target: Students and teachers will use various features of Google Forms for whole-class and peer assessment</p> <p>Actions:</p> <ul style="list-style-type: none">• Staff CPD Google Forms (Aug 2022)• Creation of shared folder for instructional tech videos (Aug 2022)• Establishment of a Teacher Google Team (Sept 2022)• S.E.L.F.I.E survey for staff & students (Oct 2022)• Google Forms day (Nov 2022)• 1st Year Google Form Christmas quiz (Dec 2022)• S.E.L.F.I.E survey for staff & students (Oct 2022)• European Digital School's award (May 2023)	<p>Target: Develop student competencies within Google Workspace: Google Docs, Google Slides, Google Classroom, Google Drive</p> <p>Actions:</p> <ul style="list-style-type: none">• Purchased subscription to Olus Google Workspace training course for 2nd year wellbeing and TY digital literacy (Aug 2023)• Olus training for teachers who will lead this course (Sept 2023)• Teacher training in the use of interactive projectors (Sept 2023)• Creation of a parents instructional guide for viewing parent/guardian summaries on Google Classroom (Sept 2023)• Introduction of a whole-staff Google Classroom (Sept 2023)• Olus Google Workspace course rolled out to all staff (Nov 2023)• TY led 1st year Google Workspace workshops (Dec 2023)• Extended tutorial for all to watch instructional video on correct email etiquette• Updating of schools AUP & blended learning policy (March 2024)			

Appendix 4

Link to our school vision plan and strategy 2021-2026

https://www.stdavids.ie/files/ugd/f36270_1de52fd7e37b42c0adcc14c6605e0cce.pdf

Appendix 5

School Broadband Programme

PAN-03 Filtering Categories for the Schools Broadband Network

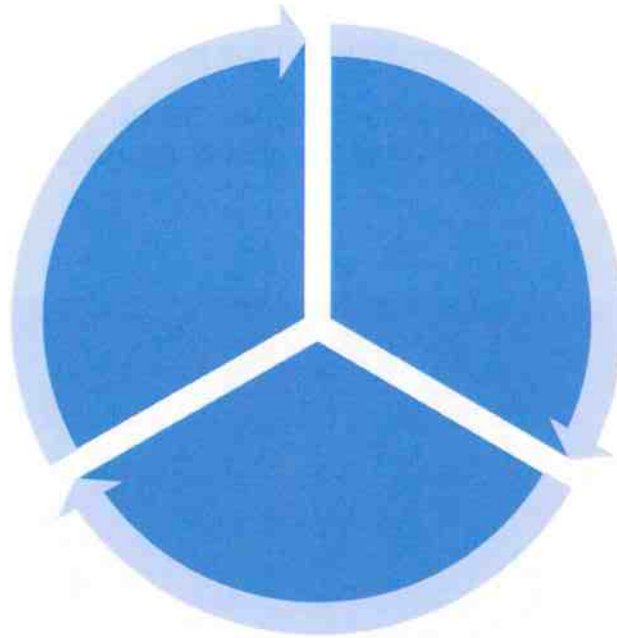
Jan 2017

Category Name	L1	L2	L3	L4	L5	L6	Summary Description of Category
Autobots	Allow	Allow	Allow	Allow	Allow	Allow	Sites that provide the sale of goods between individuals.
Business and Economy	Allow	Allow	Allow	Allow	Allow	Allow	Marketing, management, economics, and sites relating to entrepreneurship or running a business.
Computer and Internet Info	Allow	Allow	Allow	Allow	Allow	Allow	General information regarding computers and the internet.
Content Delivery Networks	Allow	Allow	Allow	Allow	Allow	Allow	Sites whose primary focus is delivering content to 3rd parties such as advertisements, media, files, etc.
Dynamic DNS	Allow	Allow	Allow	Allow	Allow	Allow	Sites that provide and/or utilize dynamic DNS services to associate domain names to dynamic IP addresses. Dynamic DNS is often used by malware for command-and-control communication and other malicious purposes.
Educational Institutions	Allow	Allow	Allow	Allow	Allow	Allow	Official websites for schools, colleges, universities, school districts, other classes, and other academic institutions.
Entertainment and Arts	Allow	Allow	Allow	Allow	Allow	Allow	Sites for movies, television, radio, video, programming, questionnaires, comics, performing arts, museums, art galleries, or libraries. Includes sites for entertainment, celebrity and industry news.
Financial Services	Allow	Allow	Allow	Allow	Allow	Allow	Websites pertaining to personal financial information or advice, such as online banking, loans, mortgages, debt management, credit card companies, and insurance companies. Does not include sites relating to stock markets, mortgages or trading services.
Government	Allow	Allow	Allow	Allow	Allow	Allow	Official websites for local, state, and national governments, as well as related agencies, services, or laws.
Health and Medicine	Allow	Allow	Allow	Allow	Allow	Allow	Sites containing information regarding general health information, issues, and medical and non-medical tips, networks, and treatments. Also includes sites for various medical specialties, practices and facilities (such as gyms and fitness clubs) as well as professional sites relating to medical insurance and cosmetic surgery are also included.
Homes and Gardens	Allow	Allow	Allow	Allow	Allow	Allow	Information, products, and services regarding home repair and maintenance, architecture, design, construction, decor, and gardening.
Hunting and Fishing	Allow	Allow	Allow	Allow	Allow	Allow	Hunting and fishing tips, techniques, sale of related equipment and peripherals.
Internet Protocols	Allow	Allow	Allow	Allow	Allow	Allow	Sites that serve as a starting point for users, usually by aggregating a broad set of content and topics.
Job Search	Allow	Allow	Allow	Allow	Allow	Allow	Sites that provide job listings and employer reviews, interview advice and tips, or related services for both employers and prospective candidates.
Legal	Allow	Allow	Allow	Allow	Allow	Allow	Information, analysis or advice regarding the law, legal services, legal firms, or other legal related issues.
Library	Allow	Allow	Allow	Allow	Allow	Allow	Information or commentary regarding military branches, recruitment, current or past operations, or any related paraphernalia.
Motor Vehicles	Allow	Allow	Allow	Allow	Allow	Allow	Information relating to reviews, sales and trading, modifications, parts, and other related discussion for automobiles, motorcycles, boats, trucks and RVs.
Music	Allow	Allow	Allow	Allow	Allow	Allow	Music sales, distribution, or information. Includes websites for music artists, groups, labels, events, lyrics, and other information regarding the music business.
News	Allow	Allow	Allow	Allow	Allow	Allow	Online publications, newsprint services, and other websites that aggregate current events, weather, or other contemporary issues. Includes newspapers, radio stations, magazines, and podcasts.
Phishing	Allow	Allow	Allow	Allow	Allow	Allow	URLs which have email content or click-through ads which may generate revenue for the host entity but generally do not contain content that is useful to the end user.
Philosophy and Political Ideology	Allow	Allow	Allow	Allow	Allow	Allow	Sites containing information, viewpoints or campaigns regarding philosophical or political views.
Private IP Addresses	Allow	Allow	Allow	Allow	Allow	Allow	The category includes IP addresses defined in RFC 1918: Address Allocation for Private Internets which are: 10.0.0.0 - 10.255.255.255 (106 private), 172.16.0.0 - 172.31.255.255 (172.16/16 private), 192.168.0.0 - 192.168.255.255 (192.168/16 private), 198.29.126.0 - 198.29.254.255 (198.29/16 private). It also includes domains not registered with the public DNS system (such as *.local).
Real Estate	Allow	Allow	Allow	Allow	Allow	Allow	Information on property rentals, sales and related tips or information. Includes sites for real estate agents, firms, rental services, listings (and agencies), and property improvement.
Recreation and Hobbies	Allow	Allow	Allow	Allow	Allow	Allow	Information, forums, associations, groups, and publications on recreations and hobbies.
Reference and Research	Allow	Allow	Allow	Allow	Allow	Allow	Personal, professional, or academic reference portals, repositories, or services. Includes online dictionaries, maps, atlases, census information, libraries, genealogy and specific information.
Religion	Allow	Allow	Allow	Allow	Allow	Allow	Information regarding various religions, related activities or events. Includes websites for religious organizations, officials and places of worship.
Search Engines	Allow	Allow	Allow	Allow	Allow	Allow	Sites that provide a search interface using keywords, phrases, or other parameters that may return information, websites, images or files as results.
Sex Education	Allow	Allow	Allow	Allow	Allow	Allow	Information on reproduction, sexual development, safe sex practices, sexually transmitted diseases, birth control, tips for safer sex, as well as any related products or related paraphernalia. Includes websites for related groups, forums or organizations.

Category Name	L1	L2	L3	L4	L5	L6	Summary Description of Category
Summary Description of Category							Information about sporting events, athletes, coaches, officials, teams or organizations, sports scores, schedules and related news, and any related paraphernalia.
Sports	Allow	Allow	Allow	Allow	Allow	Allow	Includes websites regarding fantasy sports and other virtual sports leagues.
Stock Advice and Tools	Allow	Allow	Allow	Allow	Allow	Allow	Information regarding the stock market, trading of stocks or options, portfolio management, investment strategies, quotes, or related news.
Trading and Tools	Allow	Allow	Allow	Allow	Allow	Allow	Sites that provide online education and training and related materials.
Translation	Allow	Allow	Allow	Allow	Allow	Allow	Sites that provide translation services, including both user input and URL translations. These sites can also allow users to circumvent filtering as the target page's content is presented within the context of the translator's URL.
Travel	Allow	Allow	Allow	Allow	Allow	Allow	Information regarding travel tips, deals, pricing information, destination information, tourism, and related services. Includes websites for hotels, local attractions, carrental, airlines, cruise lines, travel agencies, vehicle rentals and sites that provide booking tools such as price monitors.
Web Advertisements	Allow	Allow	Allow	Allow	Allow	Allow	Advertisements, media, content, and banners.
Web Hosting	Allow	Allow	Allow	Allow	Allow	Allow	Free or paid for hosting services for web pages, including information regarding web development, publication, promotion, and other methods to increase traffic.
Web-based Email	Allow	Allow	Allow	Allow	Allow	Allow	Any website that provides access to an email inbox and the ability to send and receive emails.
Internet Communications and Telephony	Block	Allow	Allow	Allow	Allow	Allow	Sites that support or provide services for video chatting, instant messaging, or telephony capabilities.
Streaming Media	Block	Allow	Allow	Allow	Allow	Allow	Sites that stream audio or video content for free and/or purchase.
Games	Block	Block	Allow	Allow	Allow	Allow	Sites that provide online play or download of video and/or computer games, game reviews, tips, or cheats, as well as traditional sites for non-electronic games, including board games, or related publications/media. Includes sites that support or host online speedometers and giveaways.
Online Storage and Backup	Block	Block	Allow	Allow	Allow	Allow	Website that provides online storage of files for free and as a service.
Personal Sites and Blogs	Block	Block	Block	Block	Allow	Allow	Personal websites and blogs by individuals or groups.
Social Networking	Block	Block	Block	Block	Block	Allow	User communities and sites where users interact with each other, post messages, pictures, or otherwise communicate with groups of people. Does not include blogs or personal sites.
Abortion	Block	Block	Block	Block	Block	Block	Sites that pertain to information or groups in favor of or against abortion, details regarding abortion procedures, help or support forums for or against abortion, or sites that provide information regarding the consequences/effects of pursuing (or not) an abortion.
Alcohol and Drugs	Block	Block	Block	Block	Block	Block	Sites that promote the abuse of both legal and illegal drugs, use and sale of drug related paraphernalia, manufacturing and/or selling of drugs.
Adult	Block	Block	Block	Block	Block	Block	Sexually explicit material, media (including language), art, and/or products, online groups or forums that are sexually explicit in nature. Sites that promote adult services such as video/telephone conferencing, escort services, strip clubs, etc.
Alcohol and Tobacco	Block	Block	Block	Block	Block	Block	Sites that pertain to the sale, manufacturing, or use of alcohol and/or tobacco products and related paraphernalia. Includes sites related to electronic cigarettes.
Copyright Infringement	Block	Block	Block	Block	Block	Block	Web pages and services that are dedicated to illegally offer videos, movies or other media for download, file sharing, or other means.
Dating	Block	Block	Block	Block	Block	Block	Website offering online dating services, advice, and other personal ads.
Extremism	Block	Block	Block	Block	Block	Block	Websites promoting terrorism, racism, sexism or other extremist views discriminating people or groups of different ethnic backgrounds, religions or other beliefs.
Gambling	Block	Block	Block	Block	Block	Block	Online or gambling websites that facilitate the exchange of real and/or virtual money. Related websites that provide information, licenses or advice regarding gambling, including betting odds and pools. Computer websites for horses and casinos that do not enable gambling are categorized under Travel.
Hoaxing	Block	Block	Block	Block	Block	Block	Sites relating to the illegal or questionable access to or the use of communications equipment/software. Development and distribution of programs, how-to advice and/or tips that may result in the compromise of networks and systems. Also includes sites that facilitate the bypass of licensing and digital rights systems.
Inappropriate Content	Block	Block	Block	Block	Block	Block	Websites and services that present text pages, no content, provide API access not intended for end-user display or require authentication without displaying any other content suggesting a different categorization.
Malware	Block	Block	Block	Block	Block	Block	Sites containing malicious content, executables, scripts, viruses, trojans, and code.
nudity	Block	Block	Block	Block	Block	Block	Sites that contain nude or semi-nude depictions of the human body, regardless of context or intent, such as artwork. Includes nudist or nudist sites containing images of participants.

Appendix 6

Teacher Guidelines for Online/Blended Learning



The digital aspects of online learning/blended learning for teachers and students of Saint David's Holy Faith Secondary School comprises three pillars which work in unison to aid in the delivery of teaching to students.

Approach to remote teaching and learning

Saint David's Holy Faith Secondary School has adopted a model of blended learning during this particular lock-down with zoom online classes and google classroom used by teachers for all year groups.

- It is expected that teachers will teach online via zoom and through google classroom for all class periods as set out on their regular timetable. The Department of Education document 'Guidance on emergency remote teaching and learning in a covid-19

context (post-primary)' 2020 (section 3 page 8 and section 4 page 12) outlines very clearly this need for all schools to ensure this occurs.

- Teachers will continue to use Google Classroom to display their recurring zoom link and any supplementary material for students. Google Classroom will also act as a learning portal whereby teachers may wish to pre-record a lesson or lessons, and place on Google Classroom. It is envisioned that the zoom class or the google classroom activity will be in place for students at their scheduled class time. The inter-play of both will allow teachers the required flexibility in ensuring teaching and learning is maximised, whilst ensuring students are facilitated with differing modes of technology.
- When a teacher delivers a zoom class, they are required to record and upload the zoom class on google classroom. This is to ensure whereby there are many children in a household, with limited devices, said child(ren) can access lessons online.
- Attendance should be recorded in teacher diaries. In the event that a student is absent for multiple classes, this information should be reported to the appropriate Year Head.



Google Classroom:

What is it?

Google Classroom is a key component to distance/blended learning that can be utilised by teachers. Zoom teaching and Google classroom are both integral to effective online teaching and learning for all students. Each Google Classroom will have the Zoom link displayed for the appropriate class.

How is it accessed?

There are two main ways in which you can access Google Classroom.

1. On your **iPad** you can download the Google Classroom app from the App Store. This can also be downloaded on a mobile phone from the App Store (iPhones) or Play Store (Android).

2. On a **desktop/laptop** you can select Google Classroom from the 9 dots on the top right of the screen when you open the Google homepage.

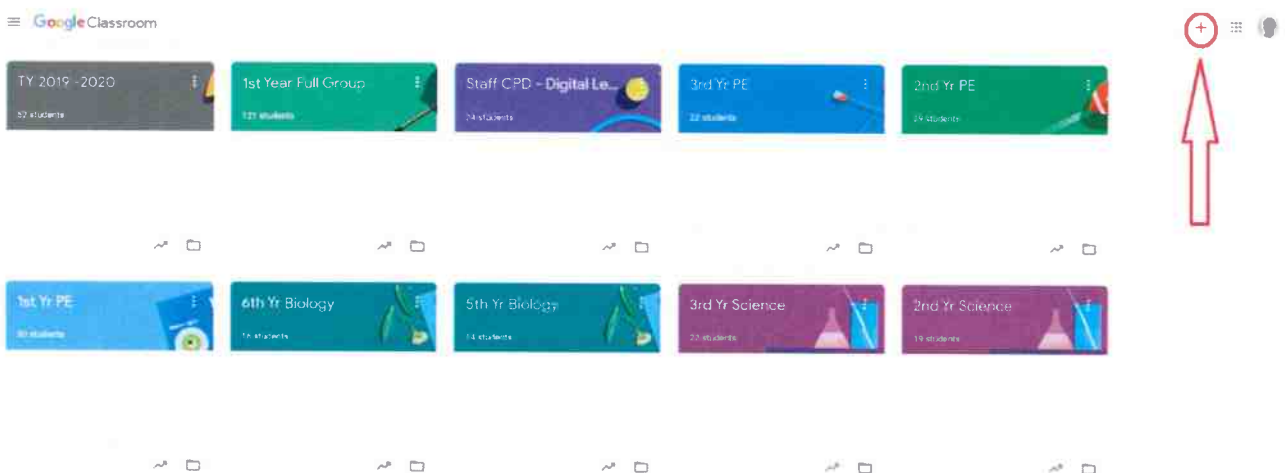


How do I set it up?

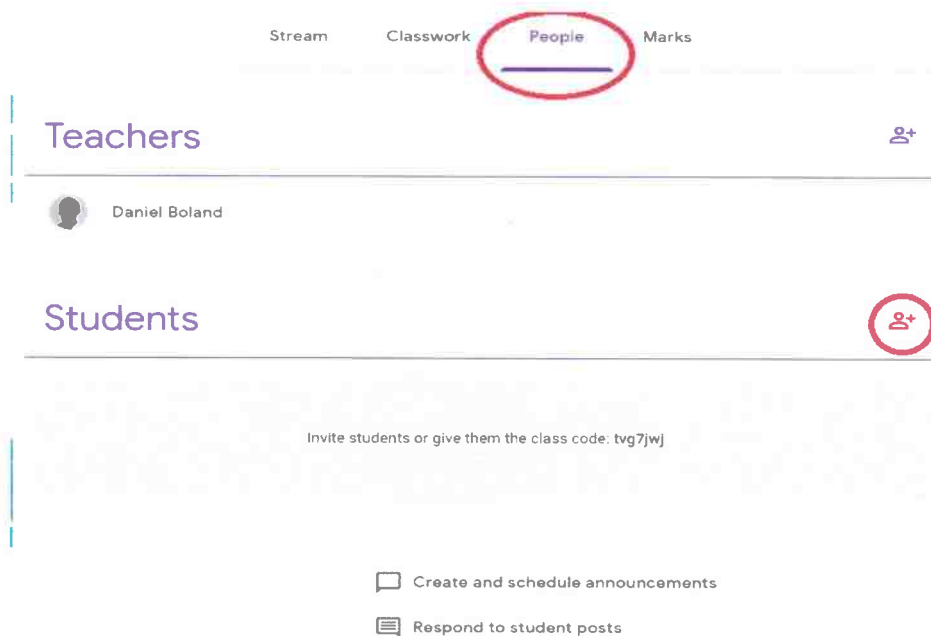
The first step with Google Classroom is to create your class. As a member of the Saint David's email domain you have access to Google Classroom. There are two ways to set up your class:

***New teachers** - You will have to select "Teacher" after first signing in. This "Teacher" request may have to be approved. If they do not see "Create Class" then please contact Bryan (bodowd@stdavids.ie) for approval.

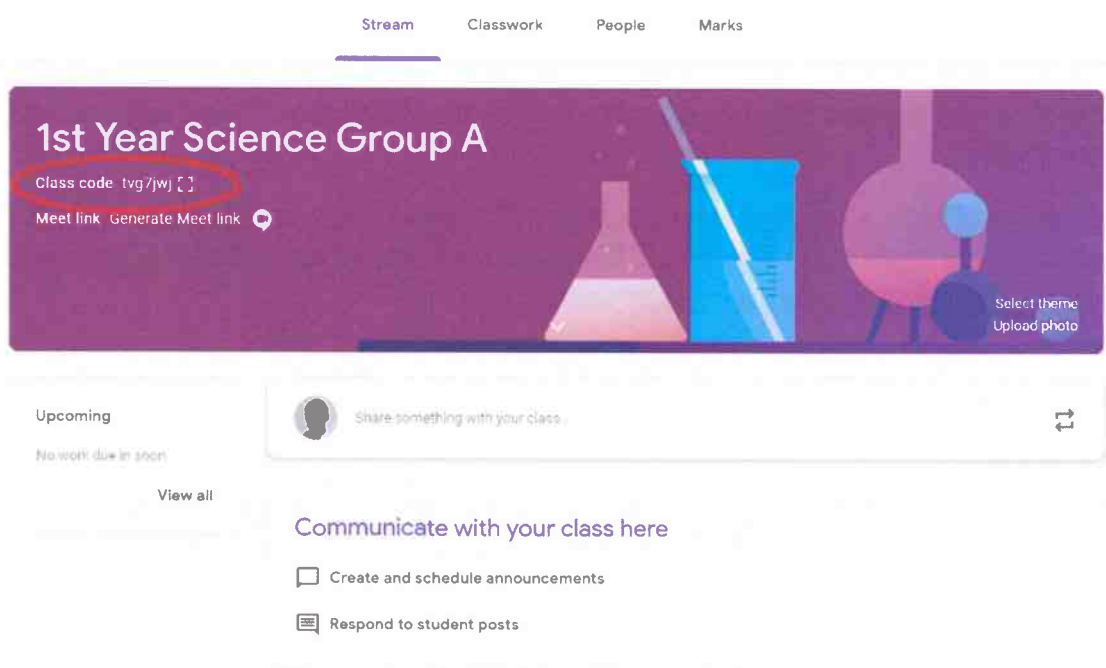
1. On the top right-hand corner click on the '+' sign. Click on 'create class' and fill in the details required.



2. Invite all students via **email**. You can do this through the '**People**' tab. You do not need the full email addresses of all students. Once you start typing their name their email addresses will appear.



3. **Or** Share the **class code** with your students and they can join directly.



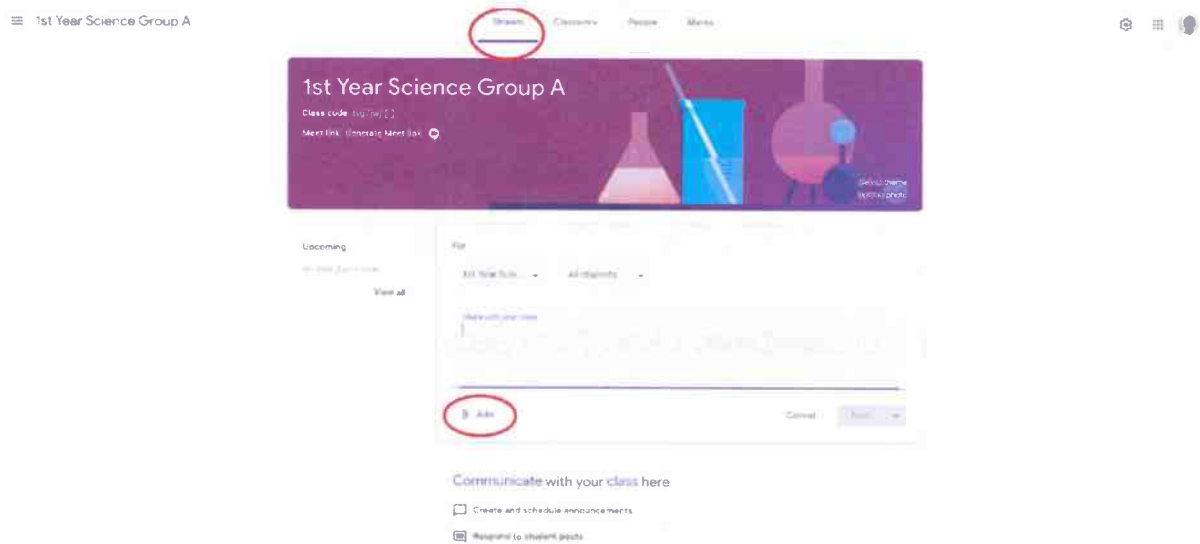
Once students have accepted your email or used the Google Classroom code, they will then be able to see any content that you post or any assignments that you set.

How do I use it?

- A location to set assignments.



- A platform to upload videos, podcasts, notes or PowerPoint presentations.
- A way of sharing documents with your class group.



- You can link your quizzes to Google Forms and set it to collect student scores.
- You may decide to set up a survey through Google Classroom.

Top Tips for Smooth Usage:

✓ **Add parents to Google Classroom** – All teachers must activate this section as this will minimise queries from parents.

This is completed by adding in the emails of parents/guardians in the '**People**' section.

✓ **Schedule Work** – It is easiest for students if they can see all the work that they are required to do from early in the morning. You can set the date and time for your work to appear on the stream by using the 'Schedule' feature. Ideally set work for 8 or 9am.

Instead of clicking 'Post' when you have written work on the stream/in classwork, click instead on the small arrow beside the word 'Post'. This will provide you with the option to schedule work which will then appear at the time you allocate.

✓ **Use the Classwork Section** – When setting work try to set it as an assignment in the classwork section. This ensures that students are aware if they have not submitted the assignment.

- ✓ **Set Suitable Timeframes** – Allow students time to complete assignments, in other words be cognisant of the volume of work students are undertaking, other duties that they may have around the house, and a lack of devices.
- ✓ **Schedule Work on 'Teaching Days'** – Only schedule work for a class on the days that you teach them. This should help to prevent students becoming overwhelmed.

What are the limitations?

- ❖ You cannot run a live class directly from Google Classroom. However, you can place the link for the Zoom class on the stream for that class group so students can access it for each Zoom period

- ❖



Zoom

This is the second pillar of SaintDavid's Holy Faith Secondary School's online teaching and learning.

What is it?

Zoom is an online meeting room application which is used by our school. It allows teachers to run online sessions to support students in their distance learning.

How is it accessed?

Zoom is accessed using the Zoom application on any Internet-enabled device. The Zoom meeting app can be downloaded from Google Play Store (Android/Chrome OS)/Apple Appstore (iOS) or <https://zoom.us/download> (PC). Staff have been provided with CPD in April 2020, May 2020 and October 2020. The ICT team remain available for any further queries in relation to using this software.

How do I set it up?

The first step with Zoom is to sign up with your school email account. As a member of the Saint David's email domain you will be given access to a less limited Basic account plan.

1. Go to zoom.us. On the top right hand side click on the sign up button.
2. Enter your date of birth – this data is not stored, but must be checked for child protection reasons.
3. On the sign up page, select Sign in with Google

4. Select/Enter your school account details.
5. Click Create Account

Once the account has been created, you will have access to the Zoom meeting platform.

How do I use it?

You should decide, based on your subject area, how best to engage your students in their online learning. In order to host an online class, you will need to schedule a meeting and share the login details. Note: Students will not require a zoom account, they simply click on the link and join via the app.

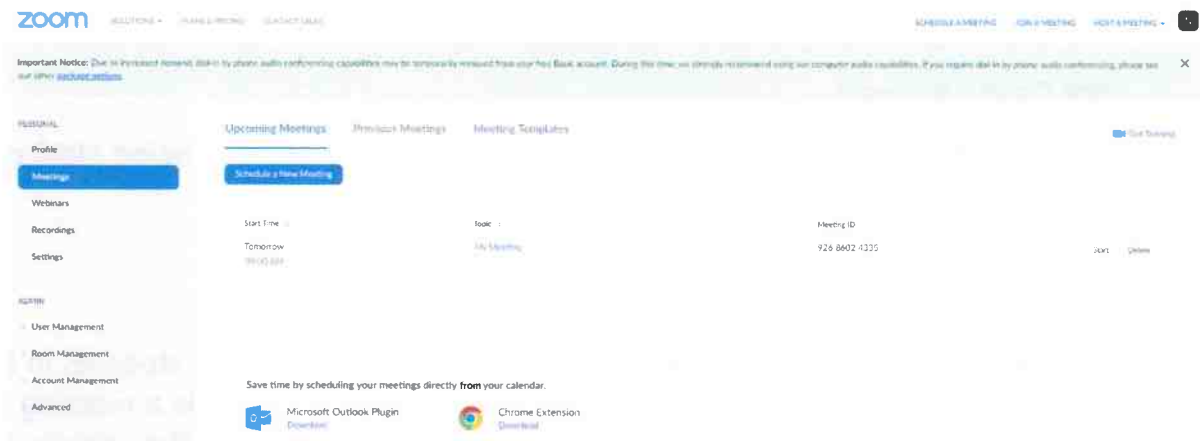
Scheduling a Class:

1. Login to zoom.
2. Click on Meetings on the left hand side.
3. Click the Schedule a Meeting button.
4. Enter the Topic.
5. Select the Date and Time
6. Ensure the timezone is set to Dublin
7. The following settings are recommended for teaching purposes:
 - a. Set video off for participants
 - b. Disable join before host
 - c. Enable mute participants on entry
 - d. Enable waiting room
 - e. Enable record the meeting automatically on the local computer
8. Save the meeting

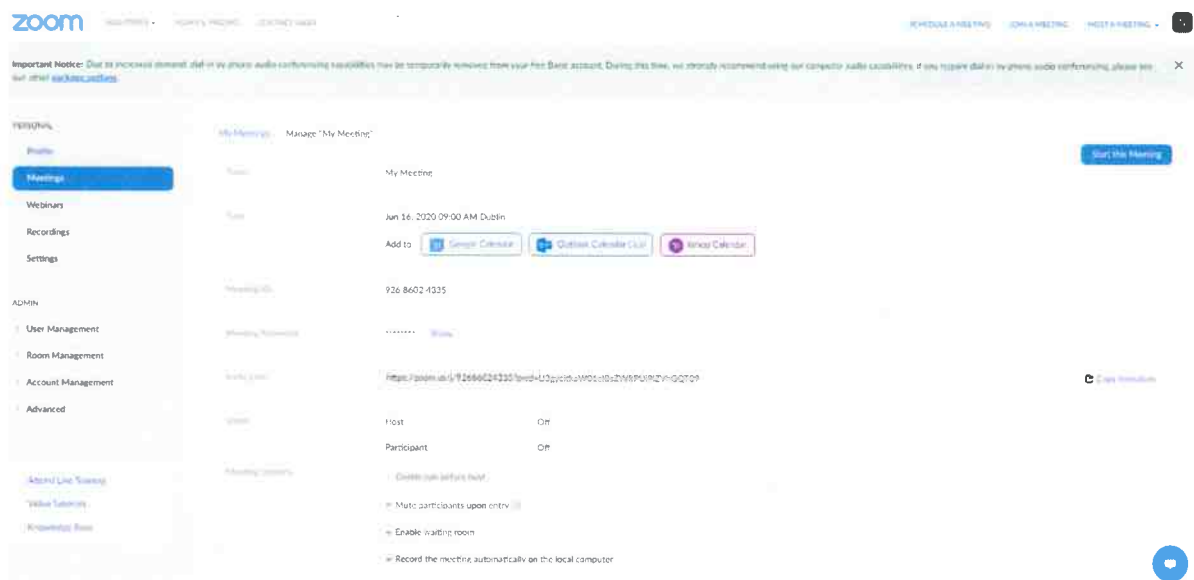
Sharing the meeting information:

It is essential that you share the meeting login information via Google Classroom.

1. Go to Meetings section on zoom.us.
2. Select the meeting link



3. Click the Copy Invitation link.



4. Then click Copy Meeting Invitation button.



5. Open Google Classroom.

6. Select the appropriate class.

7. Create a new post and paste in the invitation details (you can also create a reusable link on Zoom that you can paste into the stream for an individual class on Google Classroom. This saves you having to set up a new link for each period).

Top Tips for Smooth Usage:

- ✓ **Schedule meetings during timetabled class times only.** Once the initial Zoom link has been set up and labelled (e.g 1C history), this permanent link will be displayed in the Google Classroom banner and can be reused each time. This prevents the teacher setting up a new link each time. In order to activate the class, the teacher will open their Zoom account, select the class and begin class. Students will only need to open the link that is permanently posted in the Google Classroom banner. An instructional video on how to set up the recurring permanent link has been sent to all staff.
- ✓ **Recommend use of a headset with microphone** – Suggest to students that they make use of headsets with a microphone in order to limit the background noise during the meeting.
- ✓ **Record classes** – They can then be uploaded to Google Classroom for any student who was absent at the time of the lesson.

Additional Resources:

- Here is a link to some instructional videos for using zoom for education:
<https://ieducate.ie/video/>



Google Forms

Google

Forms:

Uses:

Google forms can be used for questionnaires, encouraging student thinking and class assessments.

(i) Questionnaires/Survey:

Google forms can be used to ask students to indicate their preference for something, e.g. what day they would prefer a zoom class, which text they would like to study etc. The advantage of Google Forms is that students can respond to a question and all responses are collected in one place

(ii) Encouraging student thinking (Bloom's Taxonomy):

In addition to multiple choice style questions, Google Forms also allows for open ended responses where students can write their opinion about a topic. For example, as a stimulus the teacher could write a statement/upload an image or video on Forms whereby students have to comment on the statement/image/video and express their opinions/present an argument on the statement/image/video. This is an effective way of introducing the *evaluation* stage of Bloom's taxonomy into your lessons.

(iii) Class assessments:

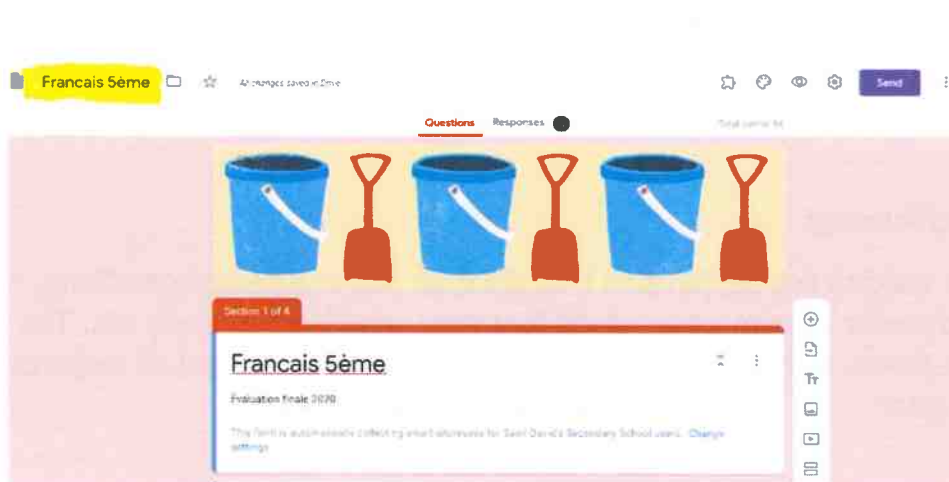
Google Forms can also be used for assessment purposes. By using the quiz feature of Forms teachers can attribute a certain amount of points to each question. There are also various question formats that can be used such as multiple choice, short answer questions and long answer questions. Questions can also be created as mandatory so that students can't skip them and it is also possible to set a minimum/maximum word limit per question.

There are several extra settings available to teachers when creating Google Forms.

Organising your Google Forms:

The most efficient way to organise your Google Forms is to create your form from within a folder on Google Drive. For example, if you are creating an end of term assessment for 2nd year History you may begin by creating your Google Form from within your 2nd year History folder on Drive. Once inside the desired folder on Drive, click on 'new' in the top left-hand corner, scroll down to 'more' and click on Google Forms. This will create the Google form

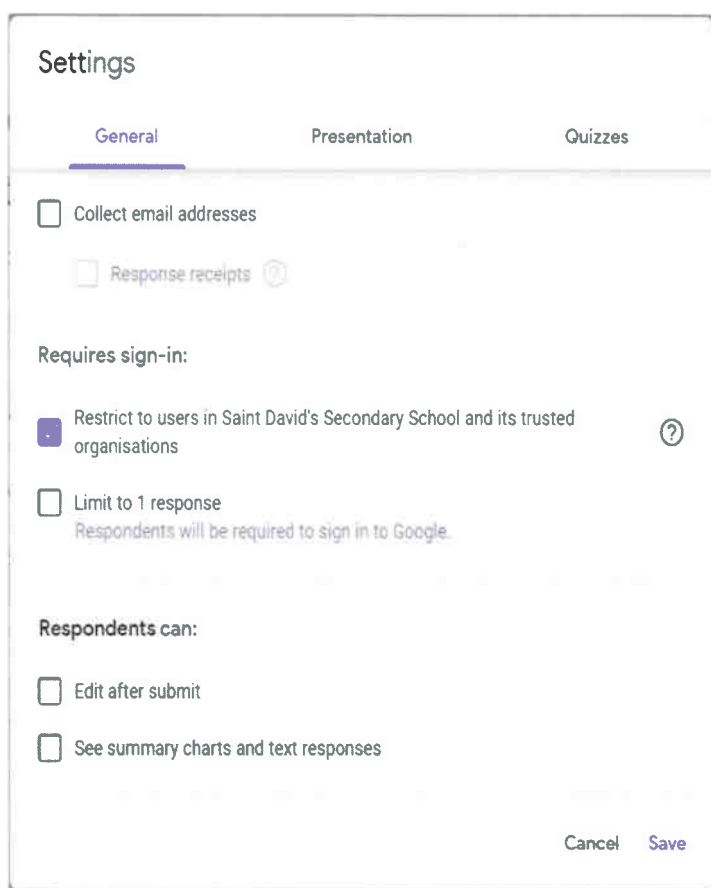
within the folder that you want and will make it easier to find the form after if for example you want to edit it/attach it to Google Classroom. You should also name your Google Form by clicking in the top left-hand corner of the screen.



Working on a single Google form as a group of teachers/subject department:

This can be done by clicking on the three dots (top right-hand corner) and then clicking on 'add collaborators. When distributing the final assessment to students it is important that each teacher create their own individual copy of the form before distributing to students. Failure to do this will mean that responses from each of the collaborating teachers will be stored on the same form as opposed to teachers simply receiving responses from the students of their own class. To create a copy of the form click on the three dots (top right hand corner) and click on Make a copy.

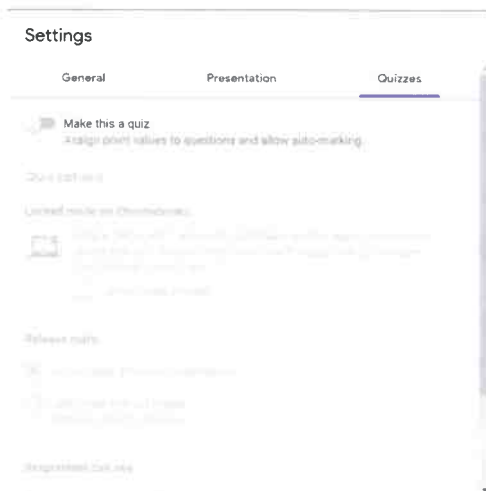
Additional settings:



The screenshot shows the 'Settings' dialog box for a Google Form, with the 'General' tab selected. The 'Collect email addresses' option is unchecked. Under 'Requires sign-in:', the 'Restrict to users in Saint David's Secondary School and its trusted organisations' option is checked. The 'Limit to 1 response' option is unchecked. Under 'Respondents can:', the 'Edit after submit' and 'See summary charts and text responses' options are unchecked. The 'Cancel' and 'Save' buttons are visible at the bottom right.

- 1. Collect email addresses:** You should select this option when setting work to students so that you will know which students submitted the work.
- 2. Select the option 'Restrict to users in Saint David's Sec. School'.** This ensures that students can only use their Saint David's email. As per the school's AUP Policy, students cannot use person email addresses and must only use their Saint David's account.
- 3. By selecting 'Limit to 1 response'** students will only be able to complete the Google Form once. This is important for summative assessment so that students do not submit multiple versions of the same assessment.

*Ensure that you click on 'save' after you have selected/deselected any new options here

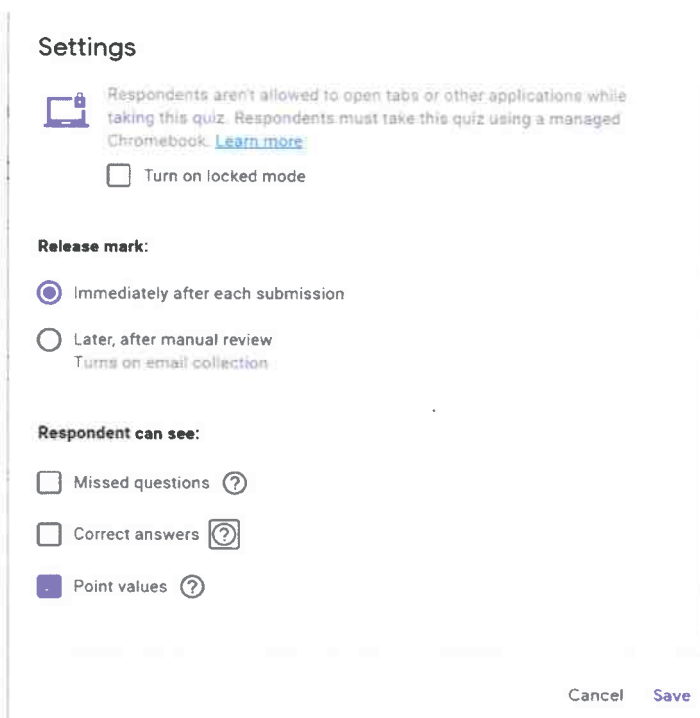


1. Select 'make this a quiz' if you would like to add point values to your questions.

2. The 'Release Mark' section gives you two options:

-Immediately after each submission: By selecting this option, students will receive their grade immediately after the submit it.

-Later, after manual review: This option allows you to review all answers before releasing the grade to students. This is the preferred option if your form contains quizzes where students have to write their own personal response to a question. It allows you to read the student's answer and attribute the correct amount of points before releasing the grade.



1. There are 3 options under the 'Respondent can see' section:

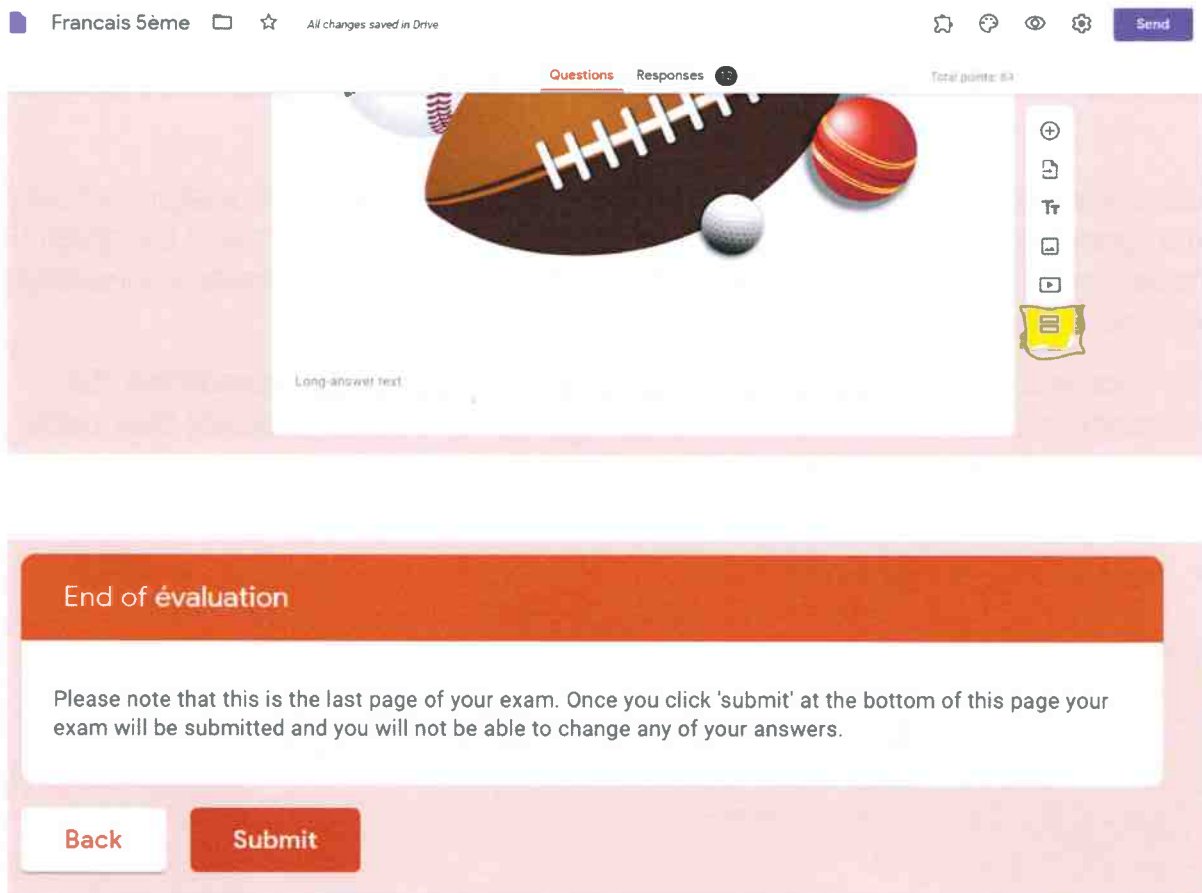
- Missed questions: this allows students to see any questions they may have missed (if questions are not programmed as mandatory)

-Correct answers: this allows students to see the correct answers once they have submitted. If setting a class test it is better to have this option switched off so that students who finish the test early cannot share the correct answers

-Point values: this allows students to see the point value for each question

Include a separate section for the end of a Google Form assessment:

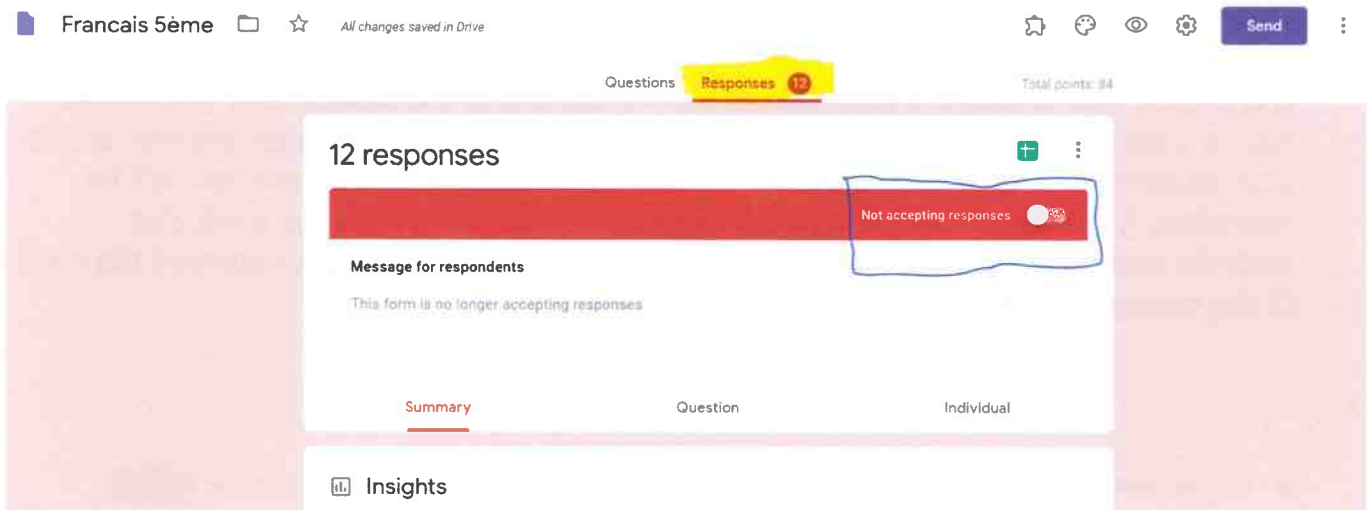
It is a good idea to create a separate section for the end of the assessment. This allows you as a teacher to leave an instruction for the students to read over their answers and to warn students that once they click submit on this particular page their answers will be submitted. If the assessment is created without this end section there is a risk that students could click on submit at any stage and accidentally submit their answers too early (if the mandatory questions feature is not switched on).



The image shows a Google Form interface for a French 5ème assessment. The top navigation bar includes the title 'Français 5ème', a star icon, and the text 'All changes saved in Drive'. On the right, there are icons for a bookmark, a speech bubble, an eye, a gear, and a 'Send' button. Below the navigation bar, the form is titled 'Questions' and 'Responses' with a 'Total points: 64' indicator. The main content area features a large image of a football, a baseball, and a cricket ball. Below the image is a 'Long-answer text' input field. To the right of the input field is a vertical toolbar with icons for adding questions, deleting, undo, redo, and a yellow envelope icon. Below the main content area, there is a red header bar with the text 'End of évaluation'. Below this header is a white box containing the text: 'Please note that this is the last page of your exam. Once you click 'submit' at the bottom of this page your exam will be submitted and you will not be able to change any of your answers.' At the bottom of the form, there are two buttons: 'Back' and 'Submit'.

Closing a Google Form after a specific time period so that students can no longer submit answers:

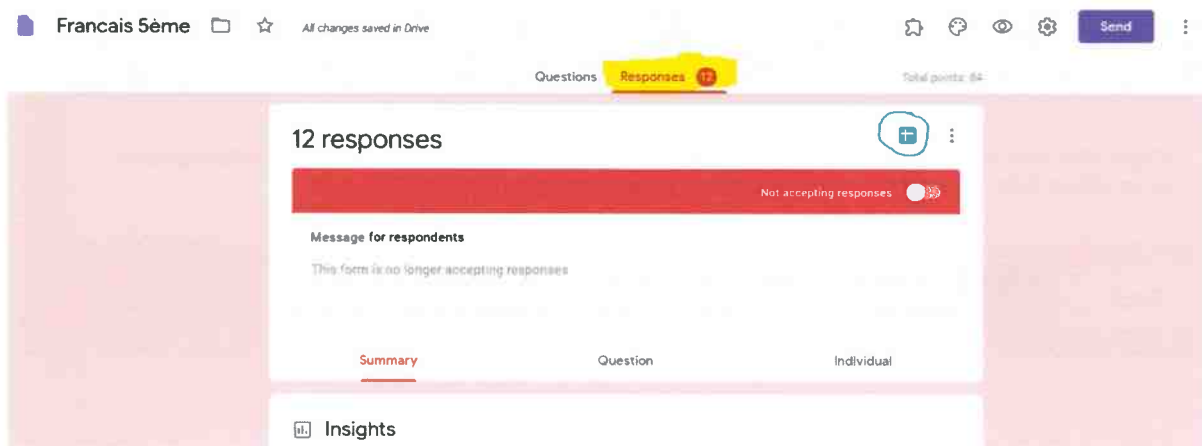
For certain assignments you may want the students to complete the Google Form by a certain date/time (e.g. Summer exams). You can close all access to the Google Form by clicking on the 'Responses' tab and then selecting 'Not accepting responses'.



Generating a spreadsheet with your Google Form answers:

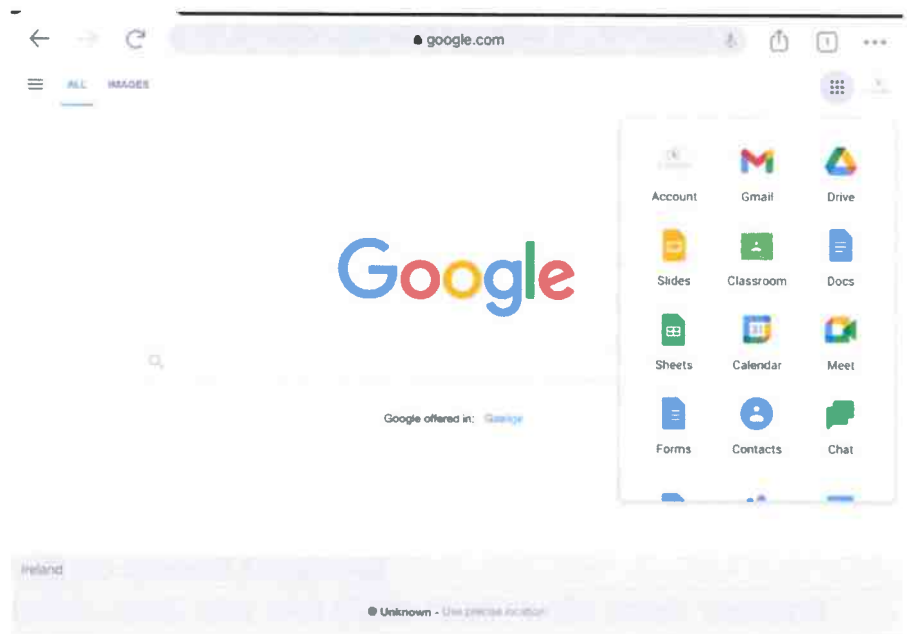
This is a useful feature as it will allow you to view all responses to an assignment/survey on a spreadsheet. To do this, click on the 'Responses' tab and then select the green Google sheets symbol in the top right-hand corner. This will automatically create a spreadsheet with the student responses.

Tip: Once you hide/delete the name/email address column of the spreadsheet (for anonymity) this is a useful tool to allow students to view/discuss/evaluate their peers responses particularly in opinion style questions.



Other Elements of Google Suite that can be used in Blended Learning

When you click the nine dots on your google homepage, it brings up your Google Suite menu and what you have access too.



Main elements for Online teaching

- **Drive:** Is a cloud-based storage solution that allows you to save files online and access them anywhere from any smartphone, tablet, or computer. You can use Drive on your computer or mobile device to securely upload files and edit them online. Drive also allows you to share files with others and collaborate on them.
- **Docs:** Is an online word processor that lets you create and format documents and work with other people on them at the same time.
- **Slides:** Is an online presentation app that lets you create and format presentations and work with other people. It allows you to input images, and YouTube clips.
- **Sheets:** Is an online spreadsheet that lets you create and format spreadsheets and simultaneously work with other people. It can be used for keeping record of assignments submitted by students, and recording attendance in class.
- **Calendar:** Is a great tool that you can quickly schedule meetings and events and get reminders about upcoming activities and assignments on Google Classroom. You can also access the whole- school calendar which is managed by management to see when and where events are on.

No matter what device you are using, once you login into your Gmail account you can access all your documents and these features.

ShowMe App

This is an app that is available to download onto your iPad from the Apple app store. Some parts of this app require sign up and to create an account.

In the free account, it allows you to use your iPad as a whiteboard and share it with your class over Zoom. This feature is completely unlimited and requires no sign up.

If you create an account, the app will allow you to record your iPad screen, save the recording and upload onto Google Classroom. This is a great feature for pre-recorded lessons however, it only allows five videos to be uploaded onto your Google Drive from the free account. After this you will have to subscribe to a subscription

How to Share over Zoom

1. Click screen share on your computer. This will bring up the option menu to what device you would like to screen share from
2. Click the option iPhone/iPad via Airplay and hit share. This will bring up direction on screen to follow.
3. On your iPad pull down the menu and select screen mirroring
Select your on iPad i.e Zoom- Mary's laptop
4. Your iPad's screen will now be shown and open the ShowMe app

Breakout Rooms on Zoom

Breakout rooms allow you to easily split your Zoom class into separate sessions for small group discussion, and then bring those sessions back together to resume the original Zoom class.

As the meeting host, you can group participants into these separate sessions automatically or manually, and can switch between sessions at any time.

Also as host, you are able to move freely into each breakout room to check on students and move students around if needs be.

Getting Started

- Login into Zoom and open settings.
- Scroll down to *In Meeting (Advance)* and enable breakout rooms

Using Breakout room during Zoom class

1. In the meeting toolbar, the host or co-host can click on the Breakout Rooms icon and access the following options to manage Breakout Rooms:
2. Once this is selected you will have three options to choose from – choose one assign automatically (note you will still be able to move students around)
3. Decide how many breakout rooms you want and use the arrows to move the number up or down. At the bottom of the screen it will tell you how many participants per room.
4. When you hit create the list will appear with the heading Breakout Room 1 and the list of participants under the heading and so on. To move a participant, simply select the participant's name and assign them to a different room.

To edit the setting of breakout rooms before putting participants into them click the options menu.

You will be able to select and deselect which settings and be able to set a timer for how long to allow breakout rooms to last for. Finally click Open all Rooms to begin the breakout session.

Managing breakout rooms in progress

Once the breakout rooms have been started, the assigned participants will be asked to join the Breakout Session.

- You, the host, will stay in the main meeting until joining a breakout session manually.
- To do this just select Join
- To send a message to all breakout rooms select Broadcast a message to all.
- To close all select close all.

Padlet

Padlet is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files.

Private or Public?

- These walls can be set to private or public, with each wall having separate privacy settings. Private walls can be created by requiring a password to access them, or by limiting access to registered users, with specified emails.
- As the creator of a wall, teachers can moderate all notes before they appear and privacy settings can be adjusted at any time. It also has setting that allows students to only view the wall and its content and not contribute or make changes.

Getting Started

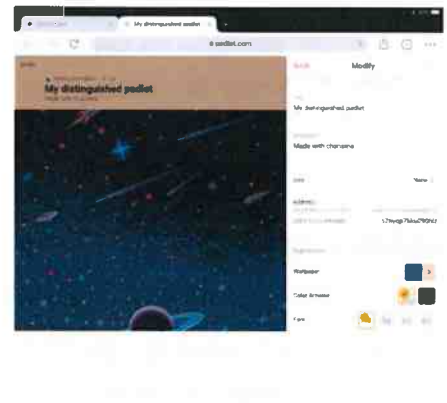
Creating a wall on Padlet Go to <http://padlet.com/> click on "Login or Signup"

Sign up or Login with your google account. Once you done this you can get started.

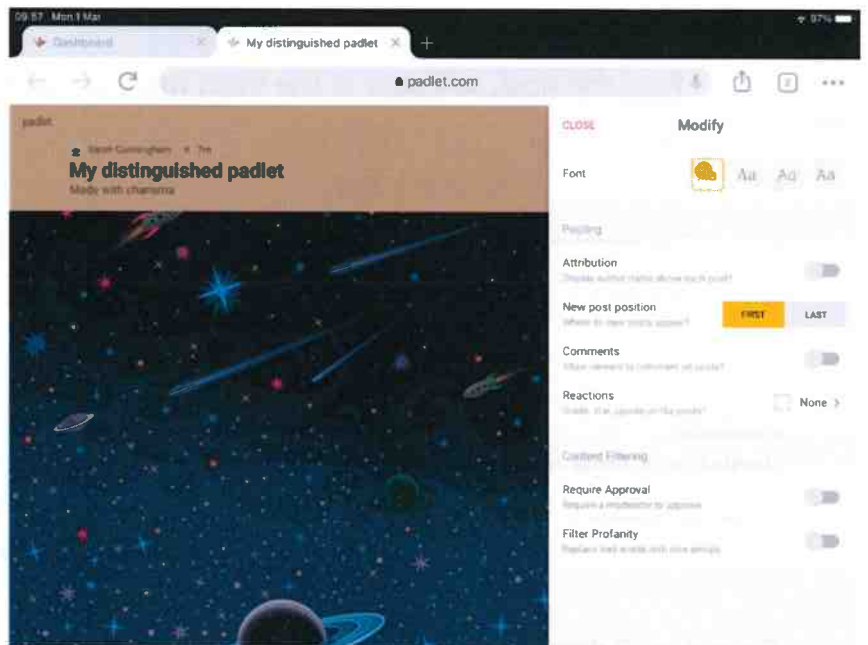


You will be able to start building your wall. You can

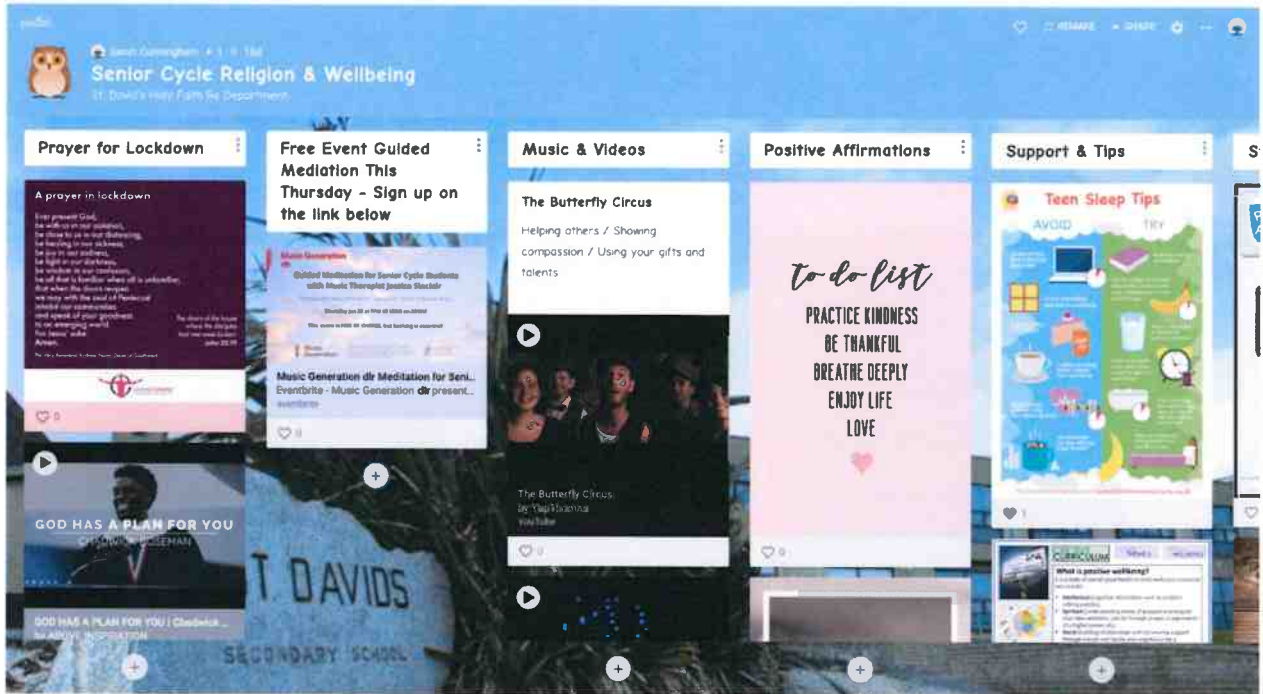
- Name it
- Edit Appearance
- Background Colour.
- Copy link to share with class



In this photo you can see the privacy settings which you can change to suit the needs of your Padlet



Once you have your settings completed and edits made you can begin posting on your wall and share with the students.

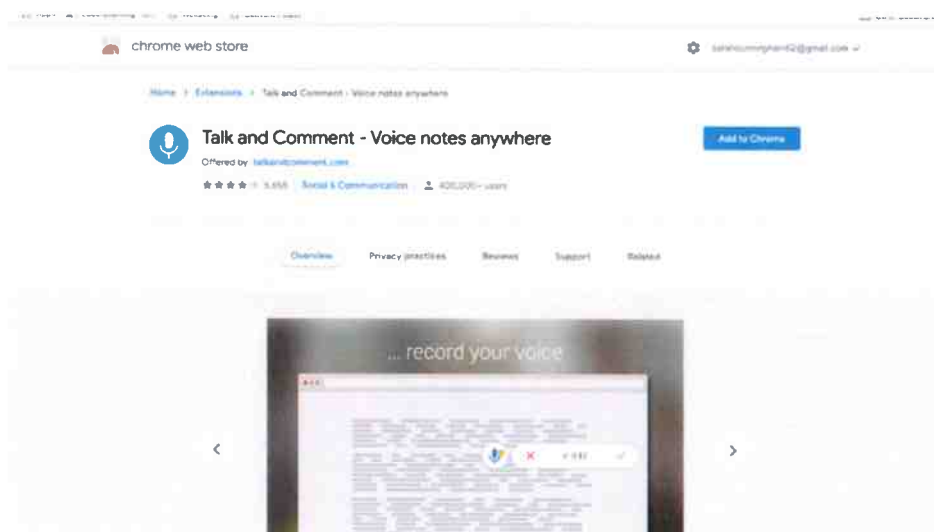


Text & Comment Chrome Extension

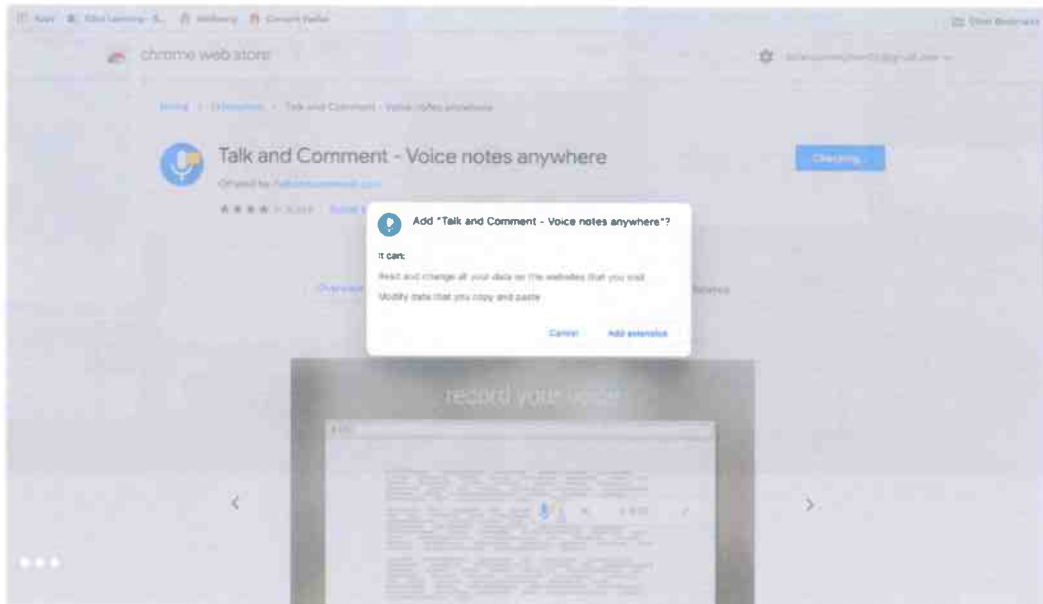
This is a Chrome extension that allows you to record your feedback on student work and students can access it and hear their feedback.

How to download it

1. To add: Google Text and Comment on Google Chrome

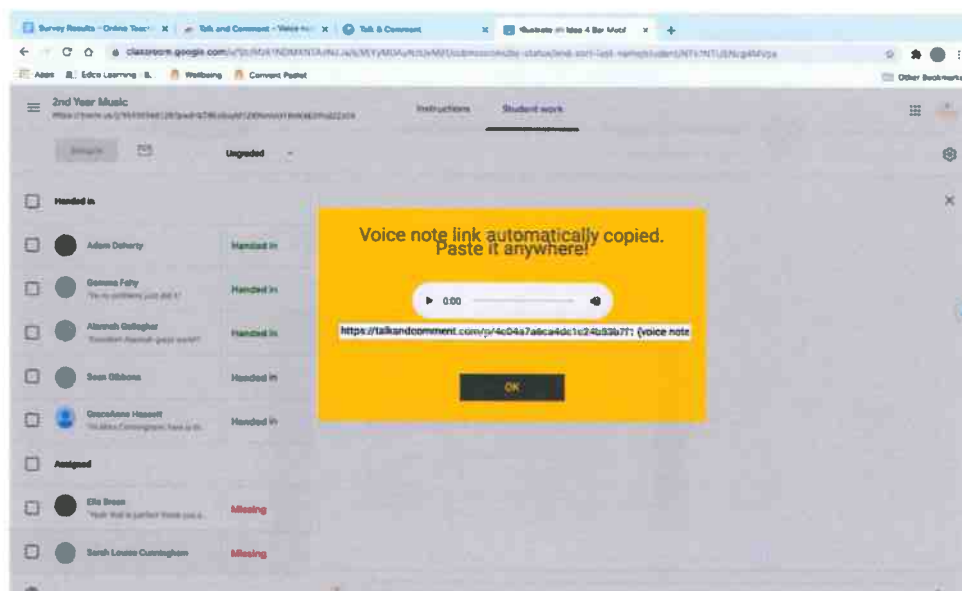


2. Click add Extension and allow



How to use it:

1. Open Google classroom and the students work you want to give feedback
2. In your toolbar click the jigsaw piece and open Text and Comment and a mic will appear.
3. Click the mic to begin recording you comment and stop when finished.
4. Copy the link that appears and paste into the comment section for students to access



Appendix 7

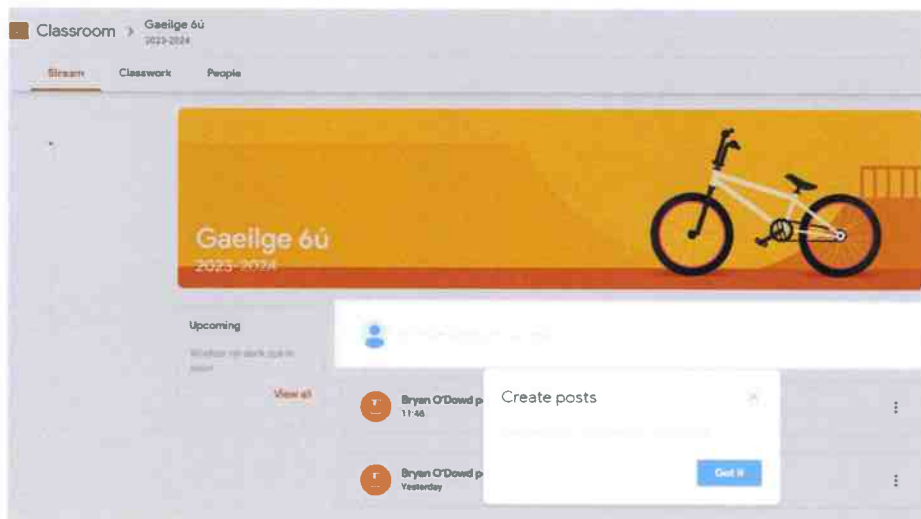
Google Classroom guide for Parents/Guardians

What is Google Classroom?

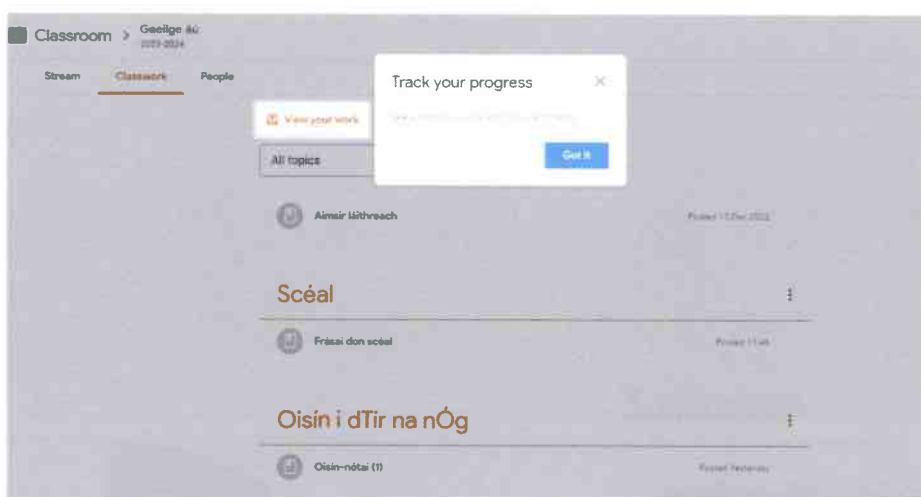


Google Classroom is an online learning platform developed by Google to help teachers and students facilitate blended learning. It serves as a virtual classroom where teachers can create, manage, and distribute educational materials and assignments, while students can access these resources, submit their work, and engage in discussions. It is linked to the student's school email account.

What can a student see on Google Classroom?



Under the **Stream** section students can see announcements posted by their teachers/ comments posted by other students. They can also add their own post/ask questions on this page



Under the **Classwork** section students can click on **View your work** to track their progress on any digitally submitted assignments. They can also view individual topics/resources/assignments posted by the teacher on the **Classwork** section.

Invitation to Parents/Guardians

At the beginning of each academic year teachers will invite Parents/Guardians to their Google Classrooms. Once they accept this invitation Parents/Guardians will see a weekly/daily summary of the student's Google Classroom. **It is important to note that Parents/Guardians will only see a summary of the Google Classroom and will not see the same detail that a student would see as demonstrated in the previous images.** If you do not receive any invitation, please check in your email spam. You may also check in with the teacher to ensure that he/she/they have added the correct email address for you.

1.



Join Google Classroom as Sample Student one's guardian

Accept this invitation to get a weekly email summary of Sample's missing and upcoming work along with new posts from teachers.

You don't need Gmail or a Google Account to accept.

[Accept invite](#)

[I'm not their guardian](#)

Teachers will add Parents/Guardians to their Google Classrooms using the email address/addresses that you provided to the school. Parents/Guardians will receive an invite to this email address. Click **Accept invite**

2.

Receive Classroom email summaries

You've been invited to receive email summaries. You're signed in as Sample Student one (samplestudent1@stdavids.ie).

[SWITCH ACCOUNT](#) [ACCEPT](#)

Click **Accept** on the pop up

3.

Google Classroom email summaries

Email summaries are sent to bryanodowd378@gmail.com. [Learn more](#)

Frequency

How often would you like to receive an email summary of your student's activity?

Sample Student one
samplestudent1@stdavids.ie

Frequency

Weekly

Time zone

Daily summaries are sent each afternoon, and weekly summaries are sent on Friday afternoons.

Time zone

(GMT+00:00) Canary Islands

The next pop up will allow you to select how often you would like to receive a summary (weekly/daily). Once you have selected the

frequency all your settings have been saved automatically and you are set up to receive Google Classroom summaries.

What Parents/Guardians will see?

As outlined previously, Parents/Guardians will see a summary of the student's Google Classroom events. In email summaries, you can review:

- Missing work—Work not turned in when the summary was sent.
- Upcoming work—Work that's due today and tomorrow (for daily emails) or that's due in the upcoming week (for weekly emails).
- Class activities—Announcements, assignments, and questions recently posted by teachers.

Please take care not to click **unsubscribe** at the bottom of these summary emails as doing so will prevent you from receiving further Google Classroom summaries.



Google Classroom

Daily summary for Student Name

Jan 20, 2022

Missing from last week

ENGLISH LITERATURE



Worksheet 501: Reading activity

Please read the attached essay and then read the attached historical context. Highlight words that you find most meaningful and attach a scan of your highlighted document to this assignment.

Due Jan 15 



Worksheet 601: Writing activity

After completing Worksheet 601, complete the attached writing activity.

Due Jan 15 

ALGEBRA II



Variables worksheet part 2

Please fill out this worksheet before next week's class. You can watch the video to learn more on how to complete the tasks.

Due Jan 14 

Appendix 8

Mission Statement of Saint David's Holy Faith Secondary School

In Saint David's Holy Faith Secondary School, emphasis is placed on the moral and spiritual formation of students along with their intellectual, social and physical development. Students are encouraged to strive towards academic excellence.

This school community advocates and will develop a strong sense of social justice. It is intended that the experience of education in Saint David's Holy Faith Secondary School will be happy and creative, enabling each student to strive to fulfil his/her potential.

The school's Data Protection Policy applies to the personal data held by the school that is protected by the Data Protection Acts 1988 and 2003, and the GDPR (General Data Protection Regulation) 2018.

The policy applies to all school staff, the board of management, parents/guardians, students and others (including prospective or potential students and their parents/guardians and applicants for staff positions within the school) insofar as the measures under the policy, relate to them. Data will be stored securely, so that confidential information is protected in compliance with relevant legislation. This policy sets out the manner in which personal data and the school will protect sensitive personal data.

Rationale

In addition to its legal obligations under the broad remit of educational legislation, the school has a legal responsibility to comply with the Data Protection Acts, 1988 and 2003. Schools are also obliged to comply with the General Data Protection Regulation (GDPR).

This policy explains what sort of data is collected, why it is collected, for how long it will be stored and with whom it will be shared. As more and more data is generated electronically and as technological advances enable the easy distribution and retention of this data, the challenge of meeting the school's legal responsibilities has increased.

The school takes its responsibilities under data protection law very seriously and wishes to put in place safe practices to safeguard individual's personal data. It is also recognised that recording factual information accurately and storing it safely facilitates an evaluation of the information, enabling the principal and board of management to make decisions in respect of the efficient running of the School. The efficient handling of data is also essential to ensure that there is consistency and continuity where there are changes of personnel within the school and board of management.

Scope

The Data Protection Acts 1988 and 2003 apply to the keeping and processing of *Personal Data*, both in manual and electronic form. The purpose of this policy is to assist the school to meet its statutory obligations, to explain those obligations to School staff, and to inform staff, students and their parents/guardians how their data will be treated. The policy applies to all school staff, the board of management, parents/guardians, students and others (including prospective or potential students and their parents/guardians, and applicants for staff positions within the school) insofar as the school handles or processes their *Personal Data* in the course of their dealings with the school.

Other Legal Obligations

Implementation of this policy takes into account the school's other legal obligations and responsibilities. Some of these are directly relevant to data protection.

Under Section 9(g) of the Education Act, 1998, parents/guardians of a student, or a student who has reached the age of 18 years, must be given access to records kept by the school relating to the progress of the student in their education.

Under section 20 of the Education (Welfare) Act, 2000, the school must maintain a register of all students attending the School.

Under Section 14 of the Education for Persons with Special Educational Needs Act, 2004, the school is required to furnish to the National Council for Special Education (and its employees, which would include Special Educational Needs Organisers ("SENOs")) such information as the Council may from time-to-time reasonably request.

The Freedom of Information Act 1997 provides a qualified right to access to information held by public bodies which does not necessarily have to be "personal data" as with data protection legislation. While schools are not currently subject to freedom of information legislation, if a school has furnished information to a body covered by the Freedom of Information Act (such as the Department of Education and Skills, etc.) these records could be disclosed if a request is made to that body.

Under Section 26(4) of the Health Act, 1947 a School shall cause all reasonable facilities (including facilities for obtaining names and addresses of pupils attending the school) to be given to a health authority who has served a notice on it of medical inspection, e.g. a dental inspection

Under *Children First: National Guidance for the Protection and Welfare of Children* (2011) published by the Department of Children & Youth Affairs, schools, their boards of management and their staff have responsibilities to report child abuse or neglect to TUSLA - Child and Family Agency (or in the event of an emergency and the unavailability of TUSLA, to An Garda Síochána).

Aim of the Data Protection Policy

1. To ensure that Saint David's Holy Faith Secondary School complies with the General Data Protection Regulation and the Data Protection Acts
2. To ensure compliance by the school with the Data Protection Principles
3. To ensure that the data protection rights of students, staff and other persons

Data Protection Principles

The school is a *data controller* of *personal data* relating to its past, present and future staff, students, parents/guardians and other members of the school community. As such, the school is obliged to comply with the principles of data protection set out in the Data Protection Acts 1988 and 2003 and with the GDPR (General Data Protection Regulation) and which can be summarised as follows:

Obtain and process Personal Data fairly: Information on students is gathered with the help of parents/guardians and staff. Information is also transferred from their previous schools. In relation to information the school holds on other individuals (members of staff, individuals applying for positions within the School, parents/guardians of students etc.), the information is generally furnished by the individuals themselves with full and informed consent and compiled during the course of their employment or contact with the School. All such data is treated in accordance with the Data Protection Acts and the terms of this Data Protection Policy. The information will be obtained and processed fairly.

Keep it only for one or more specified and explicit lawful purposes: The School will inform individuals of the reasons they collect their data and will inform individuals of the uses to which their data will be put. All information is kept with the best interest of the individual in mind at all times.

Process it only in ways compatible with the purposes for which it was given initially: Data relating to individuals will only be processed in a manner consistent with the purposes for which it was gathered. Information will only be disclosed on a need to know basis, and access to it will be strictly controlled.

Keep Personal Data safe and secure: Only those with a genuine reason for doing so may gain access to the information. Sensitive Personal Data is securely stored under lock and key in the case of manual records and protected with firewall software and password protection in the case of electronically stored data.

Portable devices storing personal data (such as laptops) should be encrypted and password protected before they are removed from the school premises. Confidential information will be stored securely and in relevant circumstances, it will be placed in a separate file that can easily be removed if access to general records is granted to anyone not entitled to see the confidential data.

Keep Personal Data accurate, complete and up-to-date: Students, parents/guardians, and/or staff should inform the school of any change which the school should make to their personal data and/or sensitive personal data to ensure that the individual's data is accurate, complete and up-to-date. Once informed, the school will make all necessary changes to the relevant records. The principal may delegate such updates/amendments to another member of staff. However, records must not be altered or destroyed without proper authorisation. If alteration/correction is required, then a note of the fact of such authorisation and the alteration(s) to be made to any original record/documentation should be dated and signed by the person making that change.

Ensure that it is adequate, relevant and not excessive: Only the necessary amount of information required providing an adequate service will be gathered and stored.

Retain it no longer than is necessary or required for the specified purpose or purposes for which it was given: As a general rule, the information will be kept for the duration of the individual's time in the school. Thereafter, the school will comply with DES guidelines on the storage of Personal Data and Sensitive Personal Data relating to a student. In the case of members of staff, the school will comply with both DES guidelines and the requirements of the Revenue Commissioners with regard to the retention of records relating to employees. The school may also retain the data relating to an individual for a longer length of time for the purposes of complying with relevant provisions of law and or/defending a claim under employment legislation and/or contract and/or civil law. Saint David's Secondary School will set out the details of Data retention in the school's Records Retention Schedule.

Provide a copy of their *personal data* to any individual, on request: Individuals have a right to know what personal data/sensitive personal who, and the purpose for which it is held hold data about them.

Definition and Data Protection Terms

In order to properly understand the school's obligations, there are some key terms that should be understood by all relevant school staff:

Data means information in a form that can be processed. It includes both *automated data* (e.g. electronic data) and *manual data*. *Automated data* means

any information on computer, or information recorded with the intention that it be *processed* by computer. *Manual data* means information that is kept/recorded as part of a *relevant filing system* or with the intention that it forms part of a relevant filing system.

Relevant filing system means any set of information that, while not computerised, is structured by reference to individuals or by reference to criteria relating to individuals, so that specific information relating to a particular individual is readily, quickly and easily accessible.

Personal Data means data relating to a living individual who is or can be identified either from the data or from the data in conjunction with other information that is in, or is likely to come into, the possession of the Data Controller i.e. the school.

Sensitive Personal Data refers to *Personal Data* regarding a person's

- Racial or ethnic origin, political opinions or religious or philosophical beliefs
- Membership of a trade union
- Physical or mental health or condition or sexual life
- Commission or alleged commission of any offence or
- Any proceedings for an offence committed or alleged to have been committed by the person, the disposal of such proceedings or the sentence of any court in such proceedings, criminal convictions or the alleged commission of an offence.

Data Controller for the purpose of this policy is the Board of Management of Saint David's Holy Faith Secondary School.

The *Personal Data* records held by the school may include:

Staff records

(a) Categories of staff data

As well as existing members of staff (and former members of staff), these records may also relate to applicants applying for positions within the school, trainee teachers and teachers under probation. These staff records may include:

- Name, address and contact details, PPS number
- Original records of application and appointment to promotion posts
- Details of approved absences (career breaks, parental leave, study leave etc.)
- Details of work record (qualifications, classes taught, subjects etc.)
- Details of any accidents/injuries sustained on school property or in

connection with the staff member carrying out their school duties

- Records of any reports the school (or its employees) have made in respect of the staff member to State departments and/or other agencies under mandatory reporting legislation and/or child-safeguarding guidelines (subject to the DES Child Protection Procedures).

(b) **Purposes:** Staff records are kept for the purposes of

- the management and administration of school business (now and in the future)
- to facilitate the payment of staff, and calculate other benefits/ entitlements (including reckonable service for the purpose of calculation of pension payments, entitlements and/or redundancy payments where relevant)
- to facilitate pension payments in the future
- human resources management
- recording promotions made (documentation relating to promotions applied for) and changes in responsibilities etc.
- to enable the school to comply with its obligations as an employer including the preservation of a safe, efficient working and teaching environment (including complying with its responsibilities under the Safety, Health and Welfare at Work Act. 2005)
- to enable the school to comply with requirements set down by the Department of Education and Skills, the Revenue Commissioners, the National Council for Special Education, TUSLA, the HSE, and any other governmental, statutory and/or regulatory departments and/or agencies
- and for compliance with legislation relevant to the school.

Location and security

In a secure, locked filing cabinet that only personnel who are authorised to use the data can access. Limited information regarding contact details is stored on Facility, our administration software, which is password protected and has limited authorised access. Employees are required to maintain the confidentiality of any data to which they have access.

Student records

(a) **Categories of student data**

- Information which may be sought and recorded at enrolment and may be collated and compiled during the course of the student's time in the school. These records may include:
 - name, address and contact details, PPS number

- date and place of birth
 - names and addresses of parents/guardians and their contact details (including any special arrangements with regard to guardianship, custody or access)
 - religious belief
 - racial or ethnic origin
 - membership of the Traveller community, where relevant
 - whether they (or their parents) are medical card holders
 - whether English is the student's first language and/or whether the student requires English language support
 - any relevant special conditions (e.g. special educational needs, health issues etc.) which may apply in the following circumstances
- Information on previous academic record (including reports, references, assessments and other records from any previous schools) attended by the student
 - Psychological, psychiatric and/or medical assessments
 - Attendance records
 - Photographs and recoding of students
 - Irish exemptions
 - Academic record – subjects studied, class assignments, examination results as recorded on official School reports
 - Records of significant achievements
 - Whether the student is repeating the Leaving Certificate
 - Records of disciplinary issues/investigations and/or sanctions imposed
 - Garda vetting outcome record (where the student is engaged in work experience organised with or through the school which requires that they be Garda vetted)
 - Other records e.g. records of any serious injuries/accidents etc. (parents may be informed that a particular incident is being recorded).
 - Records of any reports the school (or its employees) have made in respect of the student to State departments and/or other agencies under mandatory reporting legislation and/or child safeguarding guidelines (subject to the DES Child Protection Procedures).

Purposes:

The purposes for keeping student records are:

- to enable each student to develop to their full potential
- to comply with legislative or administrative requirements
- to ensure that eligible students can benefit from the relevant additional

teaching or financial supports

- to support the provision of religious instruction

to enable parents/guardians to be contacted in the case of emergency or in the case of school closure, or to inform parents of their child's educational progress or to inform parents of school events etc.

- to meet the educational, social, physical and emotional requirements of the student

- photographs and recorded images of students are taken to celebrate school achievements, compile yearbooks, establish a school website, record school events, and to keep a record of the history of the school. Such records are taken and used in accordance with the " Guidance for Taking and Using Images of Pupils in Schools"

- to ensure that the student meets the school's admission criteria

- to ensure that students meet the minimum age requirements for their course,

- to ensure that any student seeking an exemption from Irish meets the criteria in order to obtain such an exemption from the authorities

- to furnish documentation/ information about the student to the Department of Education and Skills, the National Council for Special Education, TUSLA, and other Schools etc. in compliance with law and directions issued by government departments

- to furnish, when requested by the student (or their parents/guardians in the case of a student under 18 years) documentation/information/ references to third-level educational institutions and/or prospective employers

- In respect of a work experience placement, (where that work experience role requires that the student be Garda vetted) the School will assist the student in obtaining their Garda vetting outcome (with the consent of the student and their parent/guardian) in order to furnish a copy of same (with the consent of the student and the student's parent/guardian) to the work experience employer.

(d) **Location and security:** In a secure, locked filing cabinet and/or computer database. that only personnel who are authorised to use the data can access. Limited information regarding contact details is stored on our administration software vsware that is password protected and has limited authorised access. Parents/guardians have access to their child's e-portal page through a personal access code given by the school. Employees are required to maintain the confidentiality of any data to which they have access.

Board of Management records:

(a) **Categories of board of management data:** These **may** include:

- Name, address and contact details of each member of the Board of Management (including former members of the Board of Management)

- Records in relation to appointments to the Board
- Minutes of Board of Management meetings and correspondence to the Board that may include references to particular individuals.

(b) **Purposes:** To enable the Board of Management to operate in accordance with the Education Act 1998 and other applicable legislation and to maintain a record of board appointments and decisions.

(c) **Location and security:** In a secure, locked filing cabinet and/or computer database that only personnel who are authorised to use the data can access. Limited information regarding contact details is stored on Facility, our administration software, which is password protected and has limited authorised access. Employees are required to maintain the confidentiality of any data to which they have access.

Other records

The school will hold other records relating to individuals. The format in which these records will be kept are manual record (personal file within a relevant filing system), and/or computer record (database). Some examples of the type of other records that the school will hold are set out below (this list is not exhaustive):

Creditors

(a) **Categories of data:** the school may hold some or all of the following Information about creditors (some of whom are self-employed individuals):

- name
- address
- contact details
- PPS number
- tax details
- bank details and
- amount paid.

(b) **Purposes**

This information is required for routine management and administration of the school's financial affairs, including the payment of invoices, the compiling of annual financial accounts and complying with audits and investigations by the Revenue Commissioners.

(c) **Location and security**

In a secure, locked filing cabinet and/or computer database that only personnel who are authorised to use the data can access. Limited information regarding contact details is stored on Facility, our administration software, which is password

protected and has limited authorised access. Employees are required to maintain the confidentiality of any data to which they have access.

Charity tax-back forms

(a) **Categories of data:** the school may hold the following data in relation to donors who have made charitable donations to the school:

- name
- address
- telephone number
- PPS number
- tax rate
- signature and
- the gross amount of the donation.
-

(b) **Purposes:** Schools are entitled to avail of the scheme of tax relief for donations of money they receive. To claim the relief, the donor must complete a certificate (CHY2) and forward it to the school to allow it to claim the grossed up amount of tax associated with the donation. The information requested on the appropriate certificate is the parents name, address, PPS number, tax rate, telephone number, signature and the gross amount of the donation. The School in the case of audit by the Revenue Commissioners retains this.

(c) **Location and security:** In a secure, locked filing cabinet and/or computer database that only personnel who are authorised to use the data can access. Limited information regarding contact details is stored on Facility, our administration software, which is password protected and has limited authorised access. Employees are required to maintain the confidentiality of any data to which they have access.

CCTV images/recordings

SaintDavid's Holy Faith Secondary School has an existing CCTV policy in place. This is available on the school's website.

(a) **Categories:** CCTV is installed externally i.e. entrance doors and internally in public areas such as hall, corridors and social areas as detailed in the CCTV Policy. These CCTV systems may record images of staff, students and members of the public who visit the premises.

(b) **Purposes:** Safety and security of staff, students and visitors and to safeguard school property and equipment.

(c) **Location:** Cameras are located externally i.e. entrance doors and internally

in public areas such as hall, corridors and social areas. Recording equipment is located in the reception office of school.

(d) **Security:** Access to images/recordings is restricted to the principal, deputy principals and year heads where relevant. Tapes, DVDs, hard disk recordings are retained for 28 days, except if required for the investigation of an incident. Images/recordings may be viewed or made available to an Garda Síochána pursuant to section 8 Data Protection Acts 1988 and 2003.

Examination results

(a) **Categories:** The school will hold data comprising examination results in respect of its students. These include class, mid-term, annual, continuous assessment and mock- examinations results.

(b) **Purposes:** The main purpose for which these examination results and other records are held is to monitor a student's progress and to provide a sound basis for advising them and their parents or guardians about subject choices and levels. The data may also be aggregated for statistical/reporting purposes, such as to compile results tables. The data may be transferred to the Department of Education and Skills, the National Council for Curriculum and Assessment and such other similar bodies.

Location and security: In a secure, locked filing cabinet and/or computer database that only personnel who are authorised to use the data can access. Exam results are stored on Facility, our administration software, E-Portal, and Schoolwise that are password protected and has limited authorised access. Parents/Guardians have access to their child's e-portal page through a personal access code given by the school. Employees are required to maintain the confidentiality of any data to which they have access.

October Returns

(a) **Categories:** At the beginning of each academic year (and for 1st year or transferring students, on enrolment) parents/guardians and students are asked to provide the school with certain information so that the School can make returns to the Department of Education and Skills ("DES") referred to as "October Returns". These October Returns will include sensitive personal data regarding personal circumstances, which are provided by parents/guardians and students on the basis of explicit, and informed consent. The October Return contains individualised data (such as an individual student's PPS number) that acts as an "identifier" for the DES to validate the data that belongs to a recognised student. The DES also transfers some of this data to other government departments and other State

bodies to comply with legislation, such as transfers to the Department of Social Protection pursuant to the Social Welfare Acts, transfers to the State Examinations Commission, transfers to the Educational Research Centre, and transfers to the Central Statistics Office pursuant to the Statistics Acts.

The data will also be used by the DES for statistical, policy-making and research purposes. However, the DES advises that it does not use individual data, but rather aggregated data is grouped together for these purposes. The DES has a data protection policy which can be viewed on its website (www.education.ie). The DES has also published a "Fair Processing Notice" to explain how the personal data of students contained in October Returns is processed. This can also be found on www.education.ie (search for Circular Letter 0047/2010 in the "Circulars" section).

(b) **Purposes:** The school asks parents/guardians and students to complete October Returns for the purposes of complying with DES requirements to determine staffing and resource allocations and to facilitate the orderly running of the school. The main purpose of the October Returns is for the DES to determine whether the student qualifies for English language support and/or additional resources and support to meet their particular educational needs. The October Returns are submitted to the DES electronically. The DES has their own policy governing the security of the data sent to them by all post-primary schools. The co-operation of each student and/or their parents/guardians in completing the October Return is greatly appreciated, as the school's aim is to ensure that each student is assisted in every way to ensure that s/he meets his/her full potential.

(c) **Location and security:** In a secure, locked filing cabinet and/or computer database that only personnel who are authorised to use the data can access. Limited information regarding contact details is stored on Facility, our administration software, which is password protected and has limited authorised access. Employees are required to maintain the confidentiality of any data to which they have access.

Links to Other Policies and Curriculum Delivery

Our school policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place or being developed or reviewed, shall be examined with reference to the data protection policy and any implications, which it has for them, shall be addressed.

The following policies may be among those considered:

- Child Protection Policy
- Anti-Bullying Policy
- Code of Behaviour
- Admissions/Enrolment Policy
- CCTV Policy
- Substance Use Policy
- ICT Acceptable Usage Policy
- SPHE/CSPE

Processing in Line with data Subject's Rights

Data in this school will be processed in line with the data subjects' rights.

Data subjects have a right to:

- (a) Request access to any data held about them by a data controller
- (b) Prevent the processing of their data for direct-marketing purposes
- (c) Ask to have inaccurate data amended
- (d) Prevent processing that is likely to cause damage or distress to themselves or anyone else.

Dealing with Data Access Requests

- Section 3 access request

Under Section 3 of the Data Protection Acts, an individual has the right to be informed whether the school holds data/information about them and to be given a description of the data together with details of the purposes for which their data is being kept. The individual must make this request in writing and the data controller will accede to the request within 21 days.

The right under Section 3 must be distinguished from the much broader right contained in Section 4, where individuals are entitled to a copy of their data.

- Section 4 access request

Individuals are entitled to a copy of their personal data on written request

- The individual is entitled to a copy of their personal data (subject to some exemptions and prohibitions set down in Section 5 of the Data Protection Act)
- Request must be responded to within 40 days
- Fee may apply but cannot exceed €6.35
- Where a subsequent or similar request is made soon after a request has

just been dealt with, it is at the discretion of the school as data controller to comply with the second request (no time limit but reasonable interval from the date of compliance with the last access request) This will be determined on a case-by-case basis.

- No personal data can be supplied relating to another individual unless that third party has consented to the disclosure of their data to the applicant. Data will be carefully redacted to omit references to any other individual and only where it has not been possible to redact the data to ensure that the third party is not identifiable would the school refuse to furnish the data to the applicant.

Providing Information over the Phone

In our school, any employee dealing with telephone enquiries should be careful about disclosing any personal information held by the school over the phone. In particular, the employee should:

- Check the identity of the caller to ensure that information is only given to a person who is entitled to that information.
- Suggest that the caller put their request in writing if the employee is not sure about the identity of the caller and in circumstances where the identity of the caller cannot be verified.
- Refer the request to the principal for assistance in difficult situations. No employee should feel forced into disclosing personal information.

Implementation Arrangements, Roles and Responsibilities

In our school the board of management is the data controller and the principal will be assigned the role of coordinating implementation of this Data Protection Policy and for ensuring that staff that handle or have access to *Personal Data* are familiar with their data protection responsibilities.

The following personnel have responsibility for implementing the Data Protection Policy:

Name	Responsibility
Board of Management:	Data Controller
Principal:	Implementation of Policy
Teaching personnel:	Awareness of responsibilities
Administrative personnel:	Security, confidentiality
IT personnel:	Security, encryption, and confidentiality

Ratification date: 25th April 2026

Signed:

Acornus Harley

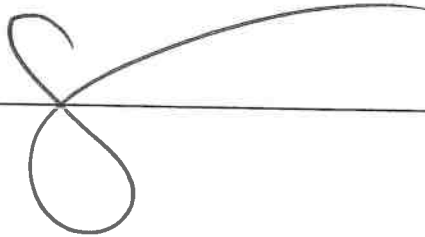
Chairperson of the B.O.M

Date:

25.5.2025

Signed:

Sime



Secretary to the B.O.M

Date:

25th April 2025



