

## SCHOOL IMPROVEMENT PLAN 2014/2018 - Numeracy

Summary of main strengths

### **Learner Outcomes**

- Primary school data – Numeracy Score is higher than the Reading Score
- High numbers of students within the average range on the CAT4
- Strengths in particular areas of mathematics, number sense and integers

### **Learning Experience**

- 13/24 students get help from their family at home
- Students identified a broad spectrum of subjects where they use numeracy
- Literacy is having a positive effect on numeracy – better understanding of mathematical terms
- Strong and pro-active Parents Association
- 2/3 of parents know their child's strengths and weaknesses at maths

### **Teachers' Practice**

- CAT4 is a strength in terms of analysis
- Evidence of initial teacher engagement
- The data gathered is rich and is useful to all teachers
- Teachers identified many aspects of their subject that have an emphasis on numeracy
- Dynamic Numeracy Team
- Maths Department have track record of engagement
- Teachers have a good prior knowledge of Numeracy and are aware of elements of numeracy across their subject areas

Summary of main areas requiring improvement

Improve student's attitudes to numeracy by 5% in each category by 2018. The questions/survey will be added to the Appendix.

### **Learner Outcomes**

- Ongoing reflection on the quality of the entrance assessments
- Increase the attainments of the STen 5 students
- Improve attainments of students at STen 7 by examining and investigating new strategies to minimise teacher talk

### **Learning Experience**

- Instructional strategies for EAL learners
- Engagement with parents
- Communication with management/parents/teachers
- Courses for parents to empower them to help with homework

	<ul style="list-style-type: none"> <li>• Attitudes to maths –parents, teachers, students</li> <li>• Numeracy rich environment (<a href="http://www.haveyougotmathseyes.com">www.haveyougotmathseyes.com</a>)</li> <li>• Links to the Parents Association</li> <li>• Transition</li> <li>• Numeracy games and fun</li> <li>• Definition of Numeracy and a mission for the school</li> </ul> <p><b>Teachers' Practice</b></p> <ul style="list-style-type: none"> <li>• Literacy for numeracy</li> <li>• Instructional strategies for EAL learners</li> <li>• Broaden the options for senior cycle to better accommodate learners at the lower and higher STen categories – LCA, LCVP</li> <li>• Increase the attainments of the STen 5 students</li> <li>• Streaming according to their quantitative scores on formal assessment</li> <li>• Fractions – examine new pedagogical approaches – link concrete to abstract teaching methodologies</li> <li>• Extra time in first year for numeracy</li> <li>• Common approaches to aspects of numeracy</li> <li>• Improve the skill of reading tables and graphs – cross curricular</li> <li>• Improve attainments of students at STen 7 by examining and investigating new strategies to minimise teacher talk</li> <li>• Definition for numeracy and a mission for the school</li> </ul>
<p>Improve students attitudes to Numeracy by 5% in each category by 2018. The questions/ survey will be added to the Appendix.</p>	<ul style="list-style-type: none"> <li>• To develop a numeracy rich environment using the</li> <li>• <a href="http://www.haveyougotmathseyes.com">www.haveyougotmathseyes.com</a> website as a tool to promote numeracy</li> <li>• Photos of the schools grounds and premises will all pose a mathematical question and will be displayed around the school</li> <li>• Numeracy Wall</li> </ul>
<p>Improve students ability in reading and interpreting graphs from 64% to 69%</p>	<ul style="list-style-type: none"> <li>• To implement a whole school, cross curricular approach to reading tables and graphs.</li> <li>• CPD for staff re a whole school approach to reading tables and graphs including – learning opportunities within each subject area, time for Departments to share knowledge and experience, time for feedback.</li> </ul>

Increase number of students doing Higher Level Maths at Junior Certificate Level from 44.7 % to 48% by 2018	<ul style="list-style-type: none"> <li>• All Actions listed above</li> <li>• To change the entrance assessments with the aim of building school self evaluation into the assessment process (i.e. include the Criterion based assessment as a pre-entry assessment.)</li> </ul>
Persons responsible	<ul style="list-style-type: none"> <li>• Management and Numeracy Team</li> <li>• Numeracy Team</li> <li>• All Maths teachers to implement</li> <li>• Subject teachers</li> </ul>
Timeframe for action	<ul style="list-style-type: none"> <li>• Target 1 - 2015-2018</li> <li>• Target 2 - 2015-2018</li> <li>• Target 3 - 2015-2018</li> <li>• Target 4 - 2015-2019</li> <li>• Target 5 - 2015-2018</li> </ul>
Success criteria / measurable outcomes	<ul style="list-style-type: none"> <li>• <b>Target 1</b> – Positive feedback from student focus group/google docs survey after the initiative.</li> <li>• <b>Target 2</b> - Positive feedback from student focus group/google docs survey after the initiative.</li> <li>• <b>Target 3</b> – Dynamic assessment –pre-test (<b>Achieved</b>), mediated learning experience, post testing (minimum of 5% improvement for each student)</li> <li>• <b>Target 4</b> - Measuring Process to be decided</li> <li>• <b>Target 5</b> - Criterion referenced test designed and given to incoming first years (<b>Achieved</b>) (To be measured based on school averages in 2017)</li> </ul>
Review	May 2017

*Ratified by Board of Management 1<sup>st</sup> July 2015*