

School Improvement Plan(SIP) for Numeracy 2012/2013

Coachford College School Self Evaluation School Year 2012-2013

Focus: The Development of Numeracy in Coachford College

A School self evaluation of teaching and learning in Coachford College was undertaken in the second term of the 2012-2013 school year. During the evaluation, Maths and how the teaching and learning in all other subjects support the acquisition of numeracy skills were reviewed.

This is a report on the findings of the evaluation

Coachford College is a mixed school set in a rural area with 560 students. The curriculum prepares students for Junior Certificate and Leaving Certificate as well as an optional Transition year programme.

The findings

State examination results:

The PDST tool for analysing Junior and Leaving Certificate results was used to analyse the results over the last 5 years. JC uptake of HL Maths in 2012 was 63% in Coachford College compared with 48% nationally. 60% of Coachford College students received grade C or higher in Higher level Maths compared to 38% nationally.

Leaving Certificate uptake at Higher level in 2012 was 49% compared with 22% nationally. 40% of Coachford College students at Leaving Certificate level achieved grade C or higher in higher level maths compared to 18% nationally.

The results of a Cognitive Ability Test (CAT) in Numeracy for first years 2009-2010 were analysed. The results show Coachford College has fewer students in the 'less able to average' category than National norms and more students in the 'able to very able' category.

An attitudinal survey:

First year students completed a questionnaire on their attitudes to Maths. 74 % of students said they like Maths and 75% said they wanted to do Higher level Maths for Junior Certificate. Students believe they understand Maths best when they listen to their teacher and when their teacher explains where they went wrong. 60 % said they check their answers to make sure they don't make a mistake. 31% said they like doing maths calculations in their head. Few students do maths puzzles (7%) or play on-line Maths games either in class or at home.

Learner Experience:

A survey of the Maths teachers showed that teachers believe that students do not readily transfer their learning in Maths to other subjects e.g. Science, Business Studies and to real life situations.

Teachers practice:

A school inspector gave a presentation on Numeracy to the staff in August 2012.

Two periods of subject planning was devoted to the development of numeracy plans in every subject during 2012-2013. All subject departments developed a 1 page plan for teaching numeracy in their subject.

Progress made on previously identified targets identified in the current SIP:

N/A for year one as SIP not in place yet.

Summary of schools self evaluation findings:

Our school has strengths in the following areas:

Take up at Junior and Leaving Certificate for Higher level Maths is significantly above the National average.

The Junior and Leaving Certificate results in Maths are significantly above the national average.

A very high standard of teaching of Maths exists in Coachford Collegewith a dedicated team of very experienced teachers. One teacher has received a highly prestigious Teachers' award from the Institute of Physics in London for being 'an outstanding communicator of Physics with pupils of all levels'.

Over the years, students at Coachford College have received the highest grade in the Leaving Certificate examination in Maths related subjects (Physics, Applies Maths, Maths and Engineering).

Our school frequently takes part in Maths related extra-curricular activities, e.g. Maths quizzes, cake sales, Junior and Leaving Certificate schools Science quizzes, and Leaving Certificate Chemistry Quiz.

The following areas are being prioritised for improvement:

Maintaining the very satisfactory uptake of Higher level Maths in both Junior and Leaving Certificate and exam results achieved.

Creating a numeracy rich environment in classrooms and in the school building.

Addressing the issue of students failing to transfer their Maths knowledge to other subjects in the following way:

Students will be introduced to measurement in first year as part of their Maths classes in the first two weeks of September. Teachers of other subjects will

- (a) Introduce elements of measurement to their First year classes.
- (b) Place emphasis on process of measurement when the students are measuring.

There will be clear uses of measurement in many first year subjects: Science, Geography, Home Economics, Technical Graphics, MTW, MTM, Art & PE.

The use of mathematical vocabulary related to measurement will be addressed in language subjects. Measurement of time is also relevant to History, Music, CSPE & Business Studies.

Increasing the availability and use of measuring equipment in all classes where appropriate.

For the most part, the metric system of measurement will be used.

In order to encourage students to check their answers to make sure they don't make a mistake a culture of **estimate, calculate, check** will be embedded across the curriculum with particular emphasis placed on this on term two of first year.

A Maths week will be held in May.

The following legislative and regulatory requirements need to be addressed by the school:

The teaching of RSE to senior cycle students.