

# Loreto College Swords

Rivervalley, Swords, Co. Dublin

Roll Number 60810B

## School Self-Evaluation Report (SSER) Numeracy

2015

Report issue date: March 2015



# School Self-Evaluation Report

## Numeracy 2015

### 1. The Focus of the Evaluation

A school self-evaluation of teaching and learning was undertaken during the school year 2014/15. Numeracy in the school was examined and how the teaching and learning in all subjects support the acquisition of numeracy skills.

**This is a report on the findings of the evaluation.**

### 2. School Context

We are an all-girls post-primary school in an urban area in North County Dublin, under the trusteeship of *The Loreto Education Trust*. There are currently 630 students enrolled in the school. There are 120 girls in each year, from first to sixth, with thirty girls opting to study Transition Year.

There is a strong culture of CPD in our school and core teams in Literacy and Numeracy have been established with representatives from a wide variety of subjects and disciplines. The teaching staff have benefitted from training in all aspects of IT in recent years thanks to in-services provided by our IT Committee. All members of the teaching staff use the Teachers' Shared Area for the storage and sharing of resources. Presentations on Literacy, Numeracy, AFL and collaborative learning have taken place, which have been delivered by the school's own staff and by PDST. In addition, the Numeracy Link teacher and Deputy Principal attended several Link Days In-Services provided by the PDST and reported back to the school and the Numeracy Committee

There are twelve feeder schools in our catchment area, two of which are Gaelscoils. The majority of our students come from three main feeder schools.

### 3. Subject Analysis

#### PDST Tool

All subject departments use the PDST Tool for analysis of Leaving Certificate and Junior Certificate Examination results. This is used as an indicator of existing standards. It also promotes an awareness of our school’s position in relation to national norms and aids future subject planning. The Mathematics Department reviewed these results and concluded the following.

#### Subject Analysis for Junior Certificate State Exams (2010-2014)

##### 2014

Uptake- At higher level: 12% higher than the national average

High achievers - 9% achieving an A (3% higher than the national average)

Unsatisfactory Results- No fail at any level

#### Subject Analysis for Leaving Certificate State Exams (2010-2014)

##### 2014

Uptake 40% of students take higher level 13% above national average

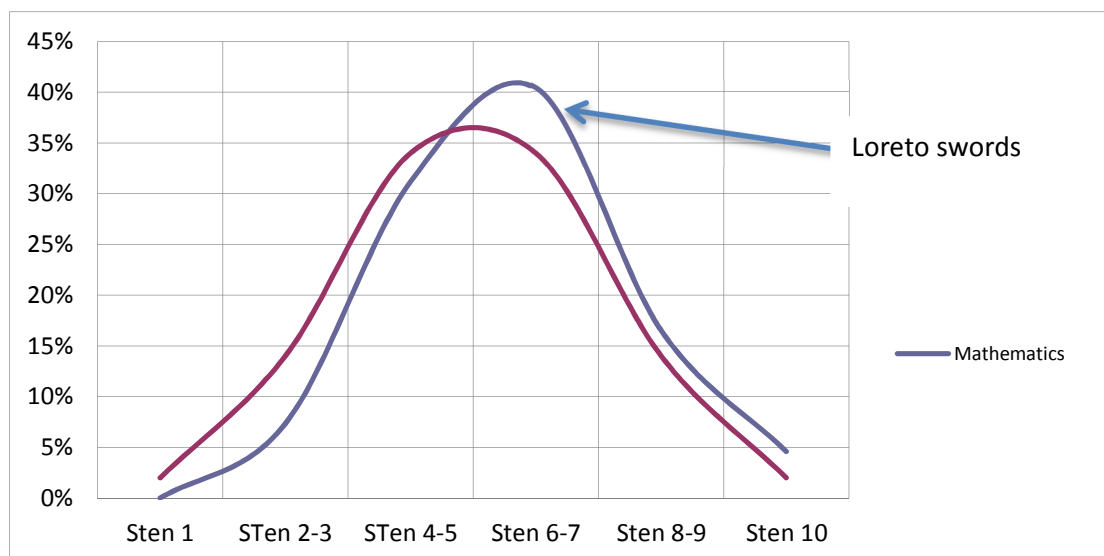
High achievers The number of A’s and B’s in Higher level decreased

Unsatisfactory Results no fails at Higher or foundation level. Number of fails at ordinary level were 2%, 3% below the national average of 5%

### 4. The Findings

#### 4.1 Learning Outcomes

Table 1  
Mathematics Comparison with National Norms - Bell Curve



Red	National Score
Blue	Loreto Swords Scores

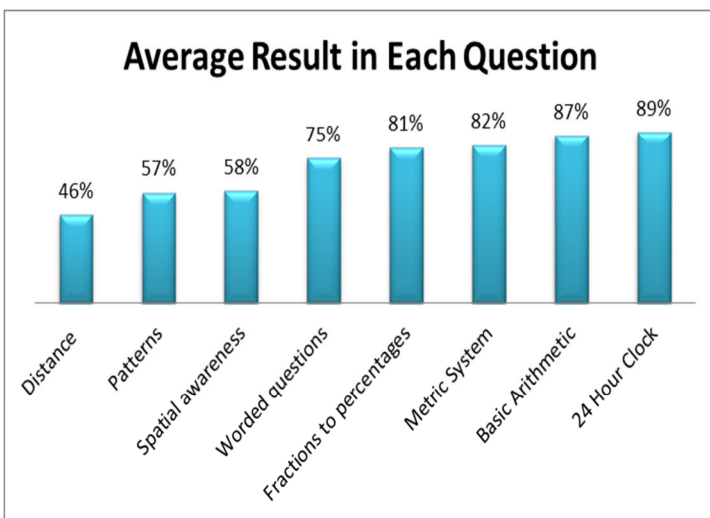
The following is a Bell Curve distribution graph comparing our first years entrance exam against the national average. (<http://www.pdst.ie/node/892>)

- We have less students getting low grades (0-4) than the national average
- We have more students in the average (4-7) ability range than the national average
- We have slightly more students in the higher ability range than the national average

#### 4.2 Learning Experience

The Numeracy Committee designed a student questionnaire on attitudes to numeracy and engagement in learning. The online questionnaire was designed and administered to a sample of first year students. By utilising Microsoft excel, results were collated and analysis began immediately.

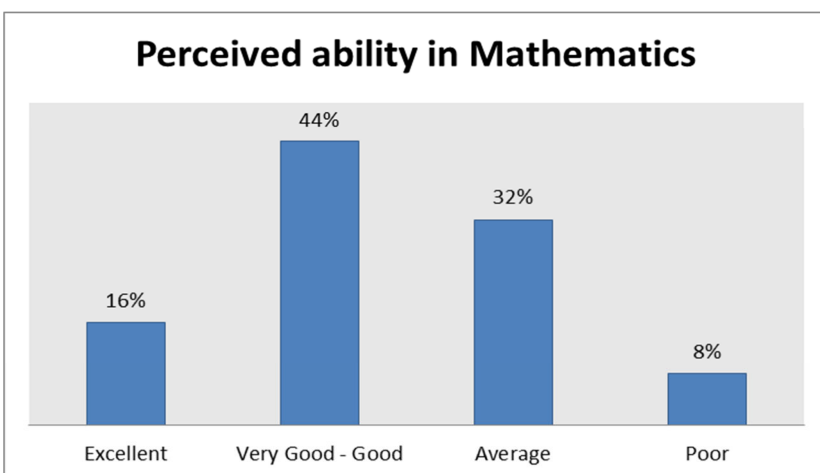
#### Analysis of Numeracy Competency Test



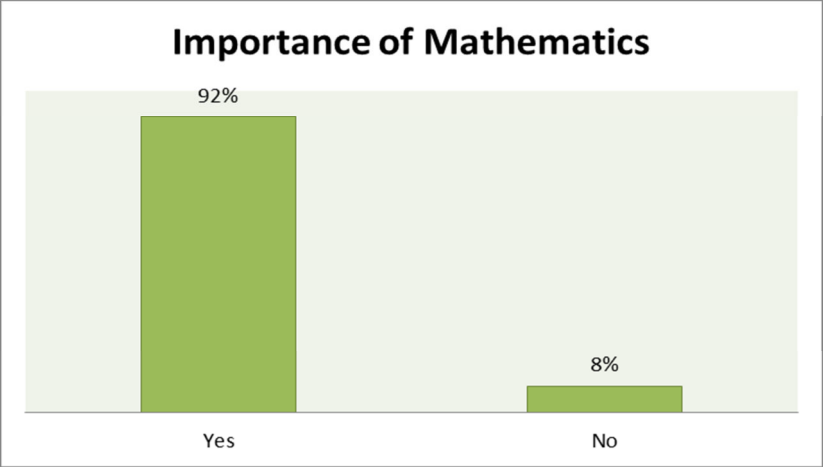
The key findings:

- Percentages based questions were well answered on average however room for improvement
- Distance, Patterns and spatial awareness questions were very poorly answered

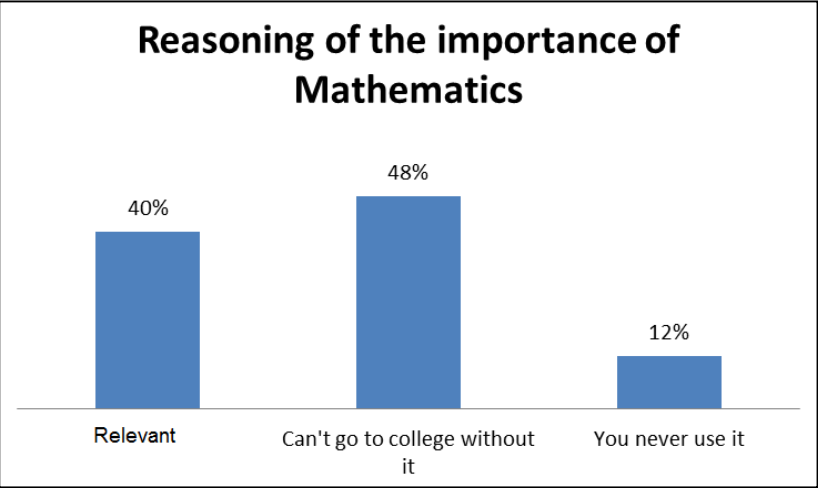
#### Analysis of Attitudinal Survey



- 60 % believe they are excellent or very good at Maths

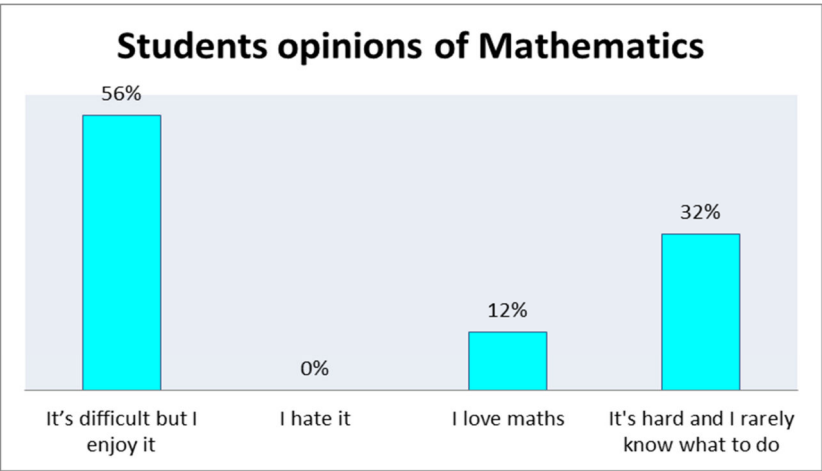


92% of students believe Maths is important



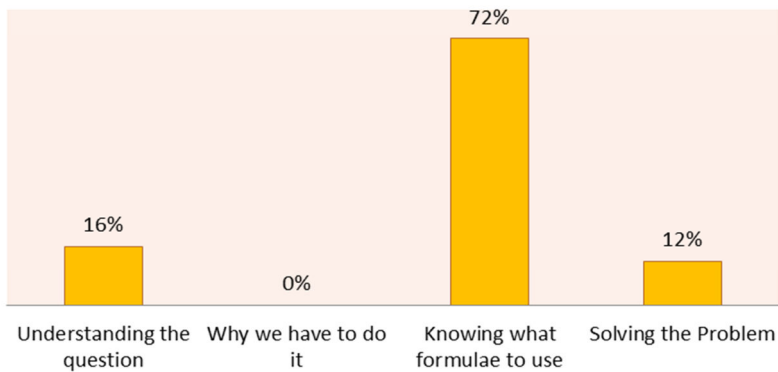
40% of students believe that Mathematics is important because it is relevant to real life

While 48% believe it is important to get into college



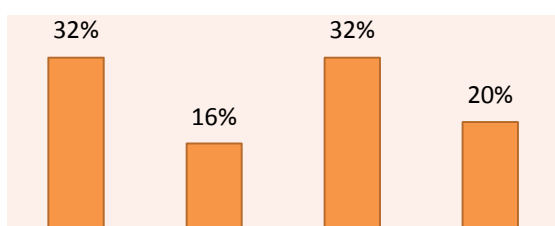
0% of students hate Mathematics

### What Students find Challenging



- 72 % believe knowing what formulae to use is the most challenging aspect for them

### Students Perceptions of Success in Mathematics



Discovering areas of improvement, Repetition of Problems, Understanding, Applying an A Grade

One third of our students believe that discovering areas of improvement after an exam is success in maths.

#### 4.3 Teachers' Practice

An overview of good practice (page 25 of SSE Guidelines) was used to reach a decision on our strengths, areas for improvement and priorities for action. At a staff meeting in November 2014, the teaching staff was given a questionnaire on teachers understanding and incorporation of numeracy in the classroom using the SSE Guidelines.

#### 5. Progress made on previously identified targets identified in the current SIP

All actions have been undertaken according to the **SIP for Literacy**. The period for review of these targets runs from March 2015 to the end of April 2015.

**Target 1:** DEAR class has been timetabled and happens once a week in first year.

Parents have been informed of the initiative

Leabhar Power is open 3 days a week and parents are involved

Teachers promote reading in their own subjects

**Target 2:** All departments have built up key word banks

Spelling tests ran from January –February 2015

**Target 3:** Staff received CPD in active learning methodologies.

Oral competency will be assessed in March 2015.

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## **6. Summary of School Self-Evaluation Findings**

The results of the surveys were collated and analysed by the Numeracy Committee.

### **6.1 Our school has strengths in the following areas:**

1. 60% of students perceive their ability in Maths to be good, very good or excellent.
2. 92% of students believe that Maths is important.
3. Uptake and attainment at higher level in Junior and Senior Cycle is excellent.
4. Numeracy has been incorporated into written subject plans
5. Teachers are aware of numeracy in their own subjects and have tried out numeracy moments in their lessons

### **6.2 Our school has room for improvement in the following areas:**

1. Student competency in distance and patterns
2. Student perceptions of the relevance of numeracy in everyday life
3. Developing student ability in problem solving
4. Encouraging students to self-evaluate their work before it is corrected
5. Encouraging students to redo work that can be improved

On the 5<sup>th</sup> March 2015 staff agreed on the areas of numeracy which will be prioritised for future improvement.

### **6.3 The following areas are prioritised for improvement:**

1. Develop student ability to see the usefulness of numeracy in everyday life.
2. Develop students' problem solving skills.
3. Develop student self-evaluation skills using AFL techniques.