



Coláiste Mhuirlinne/ Merlin College
Doughiska, Galway City.

76096S

School Self- Evaluation Summary Report for
the School Community

(Focus on Numeracy)

Evaluation Period: September 2014 to June 2015

Report Issue Date: June 2015

Summary School Improvement Plan

1. Introduction

1.1 The focus of the evaluation

A school Self- Evaluation of teaching and learning in Coláiste Mhuirlinne / Merlin College was undertaken during the school year of 2014/15. The primary focus during this school year as part of our three year strategy was Numeracy. This work complemented and supported the ongoing work on literacy. Additional to Literacy and Numeracy developments in 2014/2015 we also worked on other school improvement areas. This work was focussed in teams and committees in the following areas: *Assessment for Learning, Cultural Activities, ICT, Student Journal, Positive Code of Behaviour and Restorative Practices.*

2. Summary of school self-evaluation findings

2.1 Our school has **strengths** in the following areas:

Strengths

- School committees are willing to drive initiatives.
- Teachers are enthusiastic about new initiatives.
- The school community (Students, teachers and parents) are willing to engage in data collection.
- Subject Departments are working together to promote literacy and numeracy.
- There is an awareness that numeracy is not “maths” and is relevant to all subjects.
- Students have strengths in many mathematical areas.
- Teachers are engaging students in extra-curricular opportunities and therefore building relationships.
- Students enjoy and partake in extracurricular activities.
- Parents support numeracy development and communication.
- Excellent communication between committees and staff.
- Teachers are already using numeracy across various subjects.
- A numeracy rich school environment is emerging.

We know this because we consulted with students, teachers and parents and examined data generated from surveys.

2.2 Our school has decided to prioritise the following areas of development:

Areas for development

- Numeracy Week will be a yearly event on the school calendar.
- Improve the attainment of students in relation to fractions.
- Communicate with parents twice yearly by numeracy newsletter.
- Develop common methods of teaching common themes across all subjects.
- Develop a numeracy rich school environment.
- Increased participation of students in extracurricular numeracy opportunities
- Increase the percentage of students taking higher level at Junior Cycle (based on our projected figures)

We have decided to prioritise the above areas because the data analysis showed evidence that initiatives undertaken throughout the year were successful and should be continued. The data also showed areas for improvement and these improvements will assist with the school wide implementation of numeracy.

2.3 Our school has set the following **targets for improvement** which are related to pupils' achievement and has identified the following **actions** which will help in achieving those targets over the next three years.

Targets for Improvement

1. *Develop a Numeracy Rich School Environment*

Sub Target:

Increase from 45% to 80% the evidence of a numeracy rich environment in classrooms by June 2016.

Increase from 80% to 100% the evidence of a numeracy rich environment by June 2017.

2. *Increase participation of students in extracurricular numeracy opportunities*

Sub Targets:

A minimum 10% participation of all students involved in extracurricular numeracy opportunities 2015/2016.

A 5% increase 2016/2017.

Action

- Create a Numeracy Noticeboard.
- Numeracy will be an agenda item at subject department meetings.
- Increased signage on school corridors and classrooms. Create signage pillars.
- Create a "numeracy map of the school" with distances to and from key spaces.
- Promote maths, science and coding/computer clubs.
- Set up a Maths Clinic.
- Support and encourage student participation in Numeracy Week.
- Monthly "numeracy brain teaser" coordinated by Maths Teachers.

For Numeracy Week – a minimum 80% participation of first year and over 86% of second year students take part in Numeracy Week.

3. Increase the % students taking Higher Level Maths at Junior Cycle.

Sub Targets

Increase the projected 25% (June 2016) of students taking HL Maths in JC Exams. Increase of 1.5 % by June 2017 and a further 2% by June 2018.

Increase from 35% to 50% the amount of teachers that use numeracy moments “very often” in class.

Increase from 59% to 100% the amount of students who understand what numeracy moments are.

- First year student involvement in online Maths quizzes.
- Promote student involvement in maths quizzes.
- Student survey identifying participation levels.

- Teachers encourage student identification of Numeracy Moments by use of numeracy card in all classes.
- Use of teacher designed Maths Card in JC Maths classes
- A common approach to giving back exam results. Students calculate % from fraction. Teachers use Exam Numeracy Label.
- Fractions will be a focus area for first year students.
- All teachers will use the metric system.
- Further development of graphic numeracy tasks across all subjects.
- Improve parent’s awareness of Numeracy. Create a numeracy link with parents through a Numeracy newsletter.
- Survey parents identifying the effectiveness of the newsletters in promoting numeracy at home.

As a parent you can help us by:

- Highlighting numeracy moments at home.
- Using the numeracy newsletter at home.
- Completing surveys when requested.
- Encouraging your child to participate in extracurricular numeracy opportunities.
- Ensuring your child attends school each day.
- Checking and sign your child’s journal each Friday.
- Speaking positively about maths and numeracy.
- Ensuring your child completes homework each night to the best of their ability.

2.4 We know we will have achieved our targets when:

- Data reflects that we are achieving our smart targets.
- Students are highlighting numeracy across all subjects.
- The school environment shows evidence that numeracy learning activities is happening both in and outside the classroom.