**Presentation College, Terenure**

**Dublin 6W**

**76092K**

**SCHOOL SELF EVALUATION REPORT FOR LITERACY AND NUMERACY**

EVALUATION PERIOD**:** *May 2014- 2017*

REPORT ISSUE DATE: *September 2015*

1. **Introduction**

The Focus of the Evaluation

A programme of self-evaluation of the school was undertaken during the Autumn Term of 2015. Numeracy levels and Maths Literacy awareness of the First Year students and how the teaching and learning in all subjects support the acquisition of Numeracy and Maths literacy skills were reviewed.

School Context:

Presentation College is a post-primary school for girls under the auspices of the City of Dublin Education and Training Board. There are currently 328 students including 22 who have EAL. We have 18 feeder schools for our current First Years. 39 students avail of Learning Support, 8 of those students have resource hours and we have 3 SNA who work with 5 students.

1. **Findings:**

*Learner Outcomes*

The Junior Certificate results in all subject areas were analysed on a four year cycle and against the national averages. This was done in order to indicate the existing standards and trends. The majority of subjects compare favourably with the national norms. Findings and targets are recorded in the respective subject department plans.

*Learner Experience*

*Literacy Review:*

The survey was re-administered to the students at the end of their first year of second level school and analysed. Based on the success of this review it was determined that this Literacy Strategy would be implemented again in September 2015 for the new First Year students.

*Numeracy:*

An on-line questionnaire *(see Appendix 1)* was formulated to cover the area of Maths Literacy and administered to the First Year Students in September 2015. Once these surveys were collated, analysis began immediately.

The CAT 4 Cognitive Abilities Test administered to the incoming First Year Students in February 2015, prior to entry. This assessment tool contains two section directly analysing the numeracy standard of the students, i.e. Number Analogies (18 questions) and Number Series (18 questions) *(see appendix 1).* Once these surveys were collated, analysis began immediately.

*Findings from Student Survey*

From Question one of the Survey 36% of students liked Maths and 2% answered that they felt their teachers liked maths and only 3% of students felt they would need maths after they leave school.

*Teachers’ Practice*

At a Staff Meeting in September of 2015, teachers completed a survey on Numeracy Teaching and Learning within their own classroom experiences *(see Appendix 2)*. After analysis it was decided that the area in most need of focus was the area of Maths Literacy and Everyday maths.

*Findings from Teacher Survey*

Question one on the Staff Survey revealed that only 6% of teachers felt there was a consistent approach to maths calculations and language across the school.

1. **Summary of School Self-Evaluation Findings:**

Our evaluation identified the following strengths:

* 70% of students stated that they like Maths
* 54% felt they will do Honours Maths at Junior Cycle Exams
* 82% check over their own work for errors
* 78% feels that they understand best when the teacher explains where they went wrong
* 92% of students feel they learn best when listening to the teacher

The following areas are prioritised for improvement:

* Teachers to focus on the development of Maths literacy in their teaching as well as knowledge and skills, specific focus will be given to language teachers who will teacher Maths Literacy through their specific language.
* Teacher would strive to educate students on the role maths play in their everyday life. The School will implement a Maths Event incorporating the idea of ‘Everyday Maths’ where students will design a poster advertising the use of maths in an everyday situation.
* Teachers will continue to focus on improving the Numeracy Skills of the students by incorporating the Numeracy Strategy: Students will be expected to work out **WITH PEN AND PAPER** the results of class tests etc. the Method used for this will be advertised around the school building.
* Use of posters around the school building of Maths Terms to improve the students’ awareness of Maths terms.
* To support the strategy to allow students to tally their own test results, a poster of ‘working out your percentage’ would be placed around the school building and on the shared drive for use by teachers on their projectors in their classrooms.

**The following legislative and regulatory requirements need to be addressed:**

* The Whole School Guidance Plan is currently being updated.

**Appendix to School Self-Evaluation Report:**

**legislative and regulatory checklist**

| **Issue** | **Relevant legislation, rule or circular** | | | **Is the school fully meeting the requirements of the relevant legislation, rule or circular?** | **If no, indicate aspects to be developed** |
| --- | --- | --- | --- | --- | --- |
| Valid enrolment of students | M51/93 | | | Yes |  |
| Time in school   * Length of school year (minimum of 167 days for all year groups) * Length of school week (minimum of 28 hours for all year groups) | Circular M29/95 | | | Yes  Yes |  |
| Standardisation of school year | Circular 034/2011 | | | Yes |  |
| Arrangements for parent/teacher and staff meetings | Circular M58/04 | | | Yes |  |
| Implementation of national literacy strategy | Circular 25/12 | | | Yes |  |
| Implementation of Croke Park agreement regarding additional time requirement | Circular 025/2011 | | | Yes |  |
| Development of school plan | Section 21 Education Act 1998 | | | Yes |  |
| Guidance provision  in secondary schools | Circular PPT12/05, Education Act 1998 (section 9(c)) | | | Yes |  |
| Whole-school guidance plan | Section 21 Education Act 1998 | | | No | Updating of plan required |
| Delivery of CSPE to  all junior cycle classes | Circular M12/01 Circular M13/05 | | | Yes |  |
| Exemption from the study of Irish | Circular M10/94 | | | Yes |  |
| Implementation of revised  in-school management structures | Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97 | | | Yes |  |
| Limited alleviation on filling posts of responsibility for school year 2011/12 | Circular 53/11 | | | Yes |  |
| Parents as partners in education | Circular M27/91 | | |  |  |
| Implementation of child protection procedures | Circular 65/11  Please provide the following information in relation to child protection | | | Yes |  |
| ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE  ▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made  ▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management informed | | 1  0  0  0 |
| Implementation of complaints procedure as appropriate | Section 28 Education Act 1998  Please provide the following information in relation to complaints made by parents during this school year | | | Yes |  |
| Refusal to enrol | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year | | | N/A |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | | 0  0  0  0  0 |
| Suspension of students | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year | | |  |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  0 | |
| Expulsion of students | Section 29 Education Act 1998  Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year |  | |  |  |
| Number of section 29 cases taken against the school  Number of cases processed at informal stage  Number of cases heard  Number of appeals upheld  Number of appeals dismissed | 0  0  0  0  0 | |

**Appendix to School Self-Evaluation report: policy checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy** | **Source** | **Has the policy been approved by the Board of Management ?** | **If no, indicate aspects to be developed** |
| Enrolment policy | Section 15(2)(d) of Education Act  Equal Status Acts 2000-2011 | Yes  No |  |
| Code of behaviour, including anti-bullying policy[[1]](#footnote-1) | Circular M33/91  NEWB guidelines  Section 23, Education Welfare Act 2000  Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91  Equal Status Acts 2000-2011 | Yes  No |  |
| Attendance and participation strategy[[2]](#footnote-2) | Circular M51/93  Section 22, Education Welfare Act 2000 | Yes  No |  |
| Health and Safety Statement | Health and Safety Act 2005  Section 20 | Yes  No |  |
| Data protection | Data Protection Act 1988  Data Protection (Amendment Act) 2003 | Yes  No |  |
| Special education needs policy[[3]](#footnote-3) | Education Act (1998)  Equal Status Acts (2000 to 2011),  Education (Welfare) Act (2000),  Education for Persons with Special Education Needs Act (EPSEN)[[4]](#footnote-4) (2004)  Disability Act (2005)) | Yes  No |  |
| Social, personal and health education(SPHE)/Relationships and sexuality education (RSE) policy | Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95 | Yes  No |  |
| Substance use policy | Department of Education and Skills Directive; guidelines issued to schools in 2002 | Yes  No |  |
| Internet acceptable use policy | Department of Education and Skills Directive | Yes  No |  |
| Child Protection Policy | Circular 0065/2011 | Yes  No |  |

***Appendices: Survey Responses***

***Appendix 1: Student Maths Literacy and Numeracy Questionnaire***

Student Numeracy Responses – each answer allows for ticking of more than one box

Question 1 **Please tick the statements you agree with**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I only need maths for maths class | 11.76%  6 |
| –  I will do honours maths for my Junior Cert. | 54.90%  28 |
| –  I like maths | 70.59%  36 |
| –  I think that all my teachers like maths | 3.92%  2 |
| –  I will not need maths after I leave school | 5.88%  3 |
| Total Respondents: 51 |  |

Question 2 **Please tick the statements you agree with for "Maths in school".**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –   There is usually more than one way to work out a problem in maths | 56.86%  29 |
| –   I usually check my answers to make sure I didn't make a mistake | 82.35%  42 |
| –  I am good at figuring out questions I have never seen before | 13.73%  7 |
| –  I like doing calculations (eg adding/subtracting) in my head | 37.25%  19 |
| –  I am good at explaining maths in my own words | 25.49%  13 |
| Total Respondents: 51 |  |

Question 3 **I understand maths best when…**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  I work it out on my own | 45.10%  23 |
| –  I work with someone else | 31.37%  16 |
| –   I work with a small group | 19.61%  10 |
| –   I listen to the teacher | 86.27%  44 |
| –  My teacher explains where I went wrong | 78.43%  40 |
| –   I can use my hands, draw it out, use real life examples etc. | 21.57%  11 |
| –  I do maths puzzles e.g Sudoku | 15.69%  8 |
| –   I play on-line games e.g. Manga High | 15.69%  8 |
| –  Responses  Other (please specify) | 9.80%  5 |
| Total Respondents: 51 |  |

Question 04 **I get the chance to learn maths in school:**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  By working it out on my own | 50.98%  26 |
| –  By working in pairs | 47.06%  24 |
| –  By working with a small group | 37.25%  19 |
| –  By listening to the teacher | 92.16%  47 |
| –  By reading my teachers comments in my copy | 54.90%  28 |
| –  Using my hands, drawing it out, using real life examples etc. | 21.57%  11 |
| –  Doing Maths Puzzles | 23.53%  12 |
| –  Playing on-line games | 15.69%  8 |
| Total Respondents: 51 |  |

Question 5 **All my teachers encourage me to explain and justify my answers.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | **Answer Choices –** | **Responses –** | | --- | --- | | –  Strongly Agree | 37.25%  19 | | –  Agree | 58.82%  30 | | –  Disagree | 3.92%  2 | | –  Strongly Disagree | 0.00%  0 | | Total Respondents: | 51 | |  |
|  |  |

Question 6 **All my teachers use the same approach for similar calculations.**

| **Answer Choices –** | **Responses –** | |
| --- | --- | --- |
| –  Strongly Agree | 3.92%  2 | |
| –  Agree | 72.55%  37 | |
| –  Disagree | 21.57%  11 | |
| –  Strongly Disagree | 1.96%  1 | |
| Total | 51 |

Question 7 **I get the opportunity to work with other students when attempting problems in all of my subjects.**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Strongly Agree | 19.61%  10 |
| –  Agree | 58.82%  30 |
| –  Disagree | 19.61%  10 |
| –  Strongly Disagree | 1.96%  1 |
| Total | 51 |

Question 8 **I am encouraged to try different approaches when solving problems in all of my subjects.**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Strongly Agree | 16.00%  8 |
| –  Agree | 80.00%  40 |
| –  Disagree | 4.00%  2 |
| –  Strongly Disagree | 0.00%  0 |
| Total | 50 |

Question 9 **I am encouraged by all my teachers to reflect on where I went wrong and learn from my mistake**

| **Answer Choices –** | **Responses –** | | |
| --- | --- | --- | --- |
| –  Strongly Agree | 50.98%  26 | |
| –  Agree | 49.02%  25 | |
| –  Disagree | 0.00%  0 | |
| –  Strongly Disagree | 0.00%  0 | |
| Total | 51 |

Q10 **My teachers encourage me to look for links between the numeracy in my subjects and examples in everyday life.**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Strongly Agree | 12.00%  6 |
| –  Agree | 60.00%  30 |
| –  Disagree | 26.00%  13 |
| –  Strongly disagree | 2.00%  1 |
| Total | 50 |

***Appendix 2: Staff Maths Literacy and Numeracy Questionnaire***

Staff Numeracy Responses – option given to tick more than one box

Question 1 **Please tick the statements you agree with**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Maths skills help students do well in all subjects | 80.00%  20 |
| –  There is usually only one way to get the right answer | 8.00%  2 |
| –  I am comfortable dealing with numeracy if it arises in my subject | 76.00%  19 |
| –  Problem solving is part of every subject | 92.00%  23 |
| –  There is a consistent approach to maths calculations and language across the school | 24.00%  6 |
| –  I can help improve students numeracy skills | 68.00%  17 |
| Total Respondents: 25 |  |

Question 2 **Whole School Numeracy**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Numeracy occurs in my subject | 92.00%  23 |
| –  I often use problem solving as a methodology in my subject | 52.00%  13 |
| –  When using a calculator, I usually ask students to do an estimate first | 12.00%  3 |
| –  I sometimes use graphs/charts as a teaching aid | 64.00%  16 |
| –  I often check that students understand words that have different meanings in maths and my subject | 56.00%  14 |
| –  I regularly ask students to justify and explain their rationale when answering a question | 68.00%  17 |
| –  I promote a positive attitude to maths | 44.00%  11 |
| Total Respondents: 25 |  |

Question 3 **Students feel they understand maths best when they**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Work on their own | 37.50%  9 |
| –  Work in pairs | 79.17%  19 |
| –  Participate in class discussions | 50.00%  12 |
| –  Listen to the teacher in class | 83.33%  20 |
| –  Receive oral/written feedback | 58.33%  14 |
| –  Use their hands, make a model link a problem to real life | 54.17%  13 |
| –  Play maths games, do puzzles e.g Sudoku | 54.17%  13 |
| –  Play on-line games | 33.33%  8 |
| Total Respondents: 24 |  |

Question 4 **In my classroom students**

| **Answer Choices –** | **Responses –** |
| --- | --- |
| –  Work mostly on their own | 56.00%  14 |
| –  Work mostly in pairs | 60.00%  15 |
| –  Participate in whole class discussions at least once per week | 76.00%  19 |
| –  Receive regular written / oral feedback | 76.00%  19 |
| –  Use concrete materials/ link problems to real life | 64.00%  16 |
| –  Play maths games/puzzles | 24.00%  6 |
| –  Play on-line games | 12.00%  3 |
| Total Respondents: 25 |  |

***Number analogies and Number Series Questions form the CAT 4, Cognitive Abilities Test***

1. Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated. [↑](#footnote-ref-1)
2. Under the provisions of the Education (Welfare) Act (2000) (section 22) the school’s attendance strategy should conform with the provisions stipulated. [↑](#footnote-ref-2)
3. Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.” [↑](#footnote-ref-3)
4. 1Under the provisions of the Education (Welfare) Act (2000) (section 23) the school’s code of behaviour should conform to the specifications stated.

   2Under the provisions of the Education (Welfare) Act (2000) (section 22) the school’s attendance strategy should conform with the provisions stipulated.

   3Section 9 of the Education Act (1998) requires a school to “use its available resources” to identify and provide for the educational needs of those “with a disability or other special educational needs.”

   The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs. [↑](#footnote-ref-4)