

School Improvement Plan 2014-2017

St Joseph's Secondary School, Castlebar, Co. Mayo School Improvement Plan-Numeracy	
Summary of main strengths found from a school self-evaluation of numeracy in 2014/15	<ul style="list-style-type: none">• 84% Of students report that they like maths• Student achievement at Leaving Certificate is above the national average• The aptitude of the first year student cohort of 2015 is above the national norm based on the results of the CAT3• Teachers have a positive attitude to maths and are supportive in the promotion of numeracy and being numerate as a life skill.
Summary of main areas requiring improvements following a school self-evaluation in relation to numeracy in 2014/15	<ul style="list-style-type: none">• Developing a common approach to mathematical operations (converting fractions/percentages/decimals) and presentation of graphs.• Highlighting the language of numeracy in the classroom across the curriculum.• Raising awareness of numeracy and that being numerate is a skill for life• Creating a numeracy rich environment in the school.• Focusing on the development of key mathematical competencies.• Increasing the uptake of Higher Level maths at junior and senior cycle.• Provide a school based in service on numeracy across the curriculum.

	<p>the week' on the Maths noticeboard</p> <ul style="list-style-type: none"> To encourage students to enter Mathematical Competitions e.g Maths Olympiad, Mathletes, John Hooper Medal for Statistics. To have a numeracy board/designated area in each classroom with reference to the common approaches as outlined above To encourage teachers to adopt a positive approach to maths i.e. not to bring a negative bias against maths in the classroom To provide CPD for teachers in numeracy across the curriculum To place mathematical posters around the school To have a designated numeracy board and clocks in a visible area in the school 	<p>Maths Teachers</p> <p>Maths Teachers</p> <p>Management/Maths teachers/Teachers</p> <p>Maths Teachers</p> <p>Maths Teachers</p> <p>Maths Teachers</p>	<p>2015-2015</p> <p>On going</p> <p>August 2015</p> <p>2015-16</p> <p>2015-16</p> <p>2015-16</p>	<p>Feedback from students and teachers</p> <p>Numeracy Board in place and posters in classroom</p> <p>Observation and feedback from students and teachers and Attitudinal surveys</p> <p>Increased visibility of Mathematical posters</p> <p>Have Numeracy Board and clocks put up.</p>	<p>Briefing given to staff at staff meetings 2015-16</p> <p>August 2015 Numeracy CPD provided for staff by PDST</p> <p>Numeracy Board and International Time zone clock put in place during 2015/16</p>
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	<ul style="list-style-type: none"> To ensure that all students use a common calculator and to install calculator teaching software 	Maths Teachers	Yearly	September Book List advises on calculator	<p>and weekly Maths puzzles</p> <p>All 1st year students requested to buy the same calculator and calculator teaching software installed on classroom PC's.</p>
<p>Target 2 To increase the participation rate of those taking HL Maths at JC level from 57 % to 70% over a 3 year period (2014/17) <i>This was based on the average participation over a three year period from 2012-2014)</i></p>	<ul style="list-style-type: none"> To monitor and analyse the maths examination results each year from the JC and LC state examinations 	Maths Teachers	Annually	Comment on results in Maths Department Subject planning Folder	This is ongoing at Maths Department meetings
	<ul style="list-style-type: none"> To give a common maths competency test to first years at the end of September and analyse the results. 	Maths Teachers	September each year from 2014	Analysis in Subject Planning Folder	In 2015 a new Maths competency test was introduced.
	<ul style="list-style-type: none"> To analyse the CAT4 data of 1st year students to help identify high and low achievers. 	Maths Teacher s	Annually	Data is made available to all teachers and feedback given in September to all teachers at staff meeting.	
	<ul style="list-style-type: none"> To analyse the CAT4 data of 1st year students to identify students who may require further analysis of their numeracy result to help best identify where leaning support can be best utilised. 	Guidance Counsellor Learning Support Teacher	Annually	Data is made available to all teachers and feedback given in September to all teachers at staff meeting.	

	<ul style="list-style-type: none"> • To increase the number of Maths periods in first year. • To endeavour to have small class sizes in maths for 1st year. • To offer Applied Maths as a pilot for Senior cycle. • To develop the TY maths programme. • To encourage students to attempt the Higher Level as they move from 1st to 2nd year. • To highlight the language of numeracy. 	<p>Management</p> <p>Management</p> <p>Management</p> <p>Maths Teachers</p> <p>Maths teachers</p> <p>All teachers</p>	<p>Annually as resources allow.</p> <p>2014-16</p> <p>2015-16</p> <p>On going</p> <p>On going</p>	<p>From 2015 all first year students have 5 class periods</p> <p>Classes are banded to facilitate division into smaller class sizes where base class is over 24</p> <p>Student take-up of subject</p> <p>Monitor the take up and numbers progressing from 1st to 2nd year.</p> <p>Attitudinal survey</p>	<p>This has been put in place from September 2015.</p> <p>In 2016, first year the first year cohort was divided into 5 base classes giving class sizes of about 24 students. This was offered to 5th year students for 2015/17, with 1 student taking it to Leaving Certificate. In 2016 it was offered but the take up was not sufficient to offer the subject.</p> <p>In 2015, 82 % of student cohort took the higher level paper in Maths</p>
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