

# Website Summary of School Self-Evaluation **Numeracy**

---

**CBS Kilkenny, 61550G**

**May 2015**



## **1. Introduction**

This School Self-Evaluation (SSE) plan in NUMERACY is the second of its kind in a series of self-evaluation projects within CBS Kilkenny. The first area examined was LITERACY. Summaries of these and future plans will be published on the school website, [www.cbskilkenny.ie](http://www.cbskilkenny.ie).

## **2. Focus of the Evaluation**

This process of evaluation is carried out in accordance with guidelines published by Department of Education Inspectorate for use in post-primary schools (Dept of Ed Inspectorate, 2012). Using the three themes of Learner Outcomes, Learning Experience and Teachers' Practice, three subthemes were selected for evaluation. These are:

Learner Outcomes:	<b>Attainment</b>
Learning Experience:	<b>Engagement in learning</b>
Teachers' Practice:	<b>Teaching Approaches.</b>

## **3. School Context**

CBS Kilkenny is a voluntary secondary school located in the heart of Kilkenny city. Founded in 1859 by the Christian Brothers, it was transferred to the trusteeship of ERST in 2006. The school has as its mission statement, "Our school, founded by the Christian Brothers, endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students".

CSB Kilkenny has an enrolment of 665 boys and a teaching staff of 42. CBS Kilkenny offers the established JC, LC, TY and LCVP. The school provides instruction in seventeen subjects at JC level and twenty one subjects at LC level. Approximately twenty primary schools in the Kilkenny area are feeder schools to CBS Kilkenny. Enrolment is oversubscribed every year.

## **4. Methodologies and Findings**

Both quantitative and qualitative techniques were employed to gather data in the themed areas over a period of approximately nine months. This included standardised test scores, state examination results and probing surveys of students, parents and teaching staff. These information gathering exercises have provided rich data which has been critically evaluated

SIP Plan: Numeracy 2015-2018, CBS Kilkenny

by management, the Career Guidance and Learning Support departments and subject teachers. In particular a **School Improvement Planning (SIP) Group** has been established, comprising nine individuals from a broad spectrum of areas within the school. While this group has been consistently involved in all aspects of the process, a significant number of other staff members have also had the opportunity to be involved in SIP.

<p><b>SIP for Numeracy: Aug 2015 to May 2018</b></p> <p>Themes: Attainment, Engagement in Learning, Teaching Approaches</p>	
<p>Summary of Main Strengths</p>	<ul style="list-style-type: none"> <li>• When analysed against the normal distribution curve the Numerical Reasoning scores of incoming first years are better than the norm.</li> <li>• State exam results are very good and compare well nationally.</li> <li>• Student survey: 61% use maths skills and methods in many other subjects.</li> <li>• Student survey: 78% see the relevance of maths in everyday life.</li> <li>• Student survey: Only 4% stated that they were never comfortable sharing ideas in the classroom setting.</li> <li>• Student survey: 73% can recall the main points of what someone says most/all of the time.</li> <li>• Competency test results for first years were high in the majority of topics.</li> <li>• Teacher survey: Learning outcomes are identified and referred to in my lessons.</li> <li>• Teacher survey: Lower to higher order thinking and problem-solving are utilized in my lessons.</li> <li>• Teacher survey: I am open to engaging with different teaching approaches.</li> <li>• Teacher survey: I emphasize cross-curricular links in my subject.</li> </ul>
<p>Areas prioritised for Improvement</p>	<ul style="list-style-type: none"> <li>• Student survey: “I like maths”, 22% in bottom 2 responses.</li> <li>• Student survey: Only 10% responded positively to “I always check my answers in the back of the book”.</li> <li>• Student survey: Only 6% responded positively to “I usually try to estimate an answer to a maths question”.</li> <li>• Student survey: Only 24% responded positively to “My work is clear, well spread out and easy to read”.</li> <li>• Student survey: “My teachers in all subjects use the same words and methods for mathematical concepts...”, only 4% strongly agree (with 46% in top two responses).</li> <li>• The competency test identified Probability and Units as areas of weakness for incoming first years.</li> <li>• Teacher survey: Collaborative and cooperative learning using paired work or group work is practiced in my lessons.</li> <li>• Teacher survey: Differentiated teaching and testing methodologies are practiced in my lessons.</li> </ul>
<p>Actions to support implementation of SIP</p>	<ul style="list-style-type: none"> <li>• <b>Management</b> : Facilitate and support all aspects of the SSE process, facilitate CPD, facilitate in-house in-service provision, support subject Dept planning, convene regular SIPGroup meetings, drive and support SSE initiative school wide, dedicated numeracy class to continue for all 1st year students, allocate LS and extra tuition support where appropriate, emphasise the importance of full attendance, communicate drive for improved presentation to parents, include presentation template in Student Diary, print “Dos and Don’ts” in Student Diary, insert page in Student Diary to record test results, print summary of Literacy Plan actions and Numeracy Plan actions in Teacher Diary, Continue IT Club, Ensure AUP is reviewed regularly and that all staff are aware of content, provide roman numeral versions of all rooms,</li> </ul>

<p>(contd....)Actions to support implementation of SIP</p>	<p>support development and implementation of Numeracy Policy.</p> <ul style="list-style-type: none"> <li>• <b>Year Heads:</b> Analyse academic reports and identify students of concern, monitor attendance, make representations for LS where appropriate.</li> <li>• <b>Teachers:</b> Aim to improve standard of student presentation, monitor and comment on presentation, embed the use of presentation templates, provide AfL feedback on presentation, display presentation templates in all rooms, numeracy rich environment, allow sufficient wait time to answer, highlight the numeric aspects of subject, implement strategies to incorporate the key skills of <b>Managing Information and Thinking (see below)</b>, be aware of AUP policy and internet safety, have student record their test results, provide class average, seat rotation, one calculator model, encourage estimation, Casio Sci Calc, where appropriate write “Always check your answer in the back of the book” permanently on the board, provide research and presenting opportunities for students, use vocabulary boards to display key numeracy terms and formulas.</li> <li>• <b>Subject departments:</b> include appropriate reference to Literacy and Numeracy in subject plans and make direct reference to the agreed actions below as appropriate, to implement the recommendations of the SIP Plan, move towards increased digitalisation of records through a shared folder on Google Drive.</li> <li>• <b>Maths (and other Numeric) Departments:</b> develop Numeracy Policy, review each tranche of academic reports and state exam results, Casio Sci Calc, provide in-service to all staff on uniform mathematical approaches, minimise use of calculator in first year, ensure that students work to the presentation template, provide AfL feedback on presentation, display presentation templates in all rooms, encourage participation in Numeracy Week each Oct, where appropriate write “Always check your answer in the back of the book” permanently on the board, ask students to tick their homework answers to indicate they have checked them, encourage estimation before answering, ratify Dos and Don’ts page for Student Diary, maintain Statistics Noticeboard, utilise censusatschool and mathseyes and other initiatives which apply maths to real-life.</li> <li>• <b>Learning Support Dept:</b> Liaise closely with Maths Dept and Management to identify students of concern and to ensure the effective targeted allocation of resources and support.</li> <li>• <b>SIPGroup:</b> support the implementation of this Plan, to disseminate information to Subject Depts, collaborate regularly, to monitor progress and to reiterate practices until embedded.</li> </ul>
--	--

As a parent, we would appreciate your help by encouraging your child to engage fully with all of the Numeracy initiatives run in the school.

**5. Review of the CBS Kilkenny Numeracy School Improvement Plan**

This plan will be reviewed annually at the end of May.