



EUROPEAN SCHOOL Brussels III

Annual Pedagogical School Plan 2024-2025

Presented to the School's Administrative Board on [10/09/2024](#)

I. MISSION OF THE SCHOOL

1.1 Mission and values of the European Schools

The European Schools are official educational establishments set up jointly by the European Union and the governments of the EU Member States. They have the legal status of a public establishment in each of these States. The vocation of the European Schools is to provide multilingual and multicultural education for children in nursery, primary and secondary education. They are intended primarily for the children of the staff of the European institutions.

"Raised in contact with one another, freed from their earliest years from divisive prejudices, introduced to the beauty and values of different cultures, they will grow up to become aware of their solidarity. While keeping the love and pride of their homeland, they will become, in spirit, Europeans, well prepared to complete and consolidate the work undertaken by their fathers for the advent of a united and prosperous Europe".

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe."

(Marcel Decombis, Director of the Luxembourg School from 1953 to 1960)

1.2 Mission of the European School Brussels III



To provide pupils with a general education of quality that prepares them for higher education and their lives as adults and responsible European citizens and to create an open, respectful and multicultural educational community. Our major values are: promotion of European values active and committed participation of all members of the school community in the common project, joint promotion of the cultural mix of the school and the cultural identity of each individual, promotion of the 8 key competences for lifelong learning.

II. INTRODUCTION

Since its opening in 1999, the European School of Brussels III (Ixelles) has been committed to providing a high level, multilingual and multicultural education. Every day, pupils of different nationalities, divided into seven language sections (German, English, French, Spanish, Greek, Greek, Dutch and Czech), including SK SWALS, meet, discover and share their knowledge in an environment of respect, solidarity, tolerance and dialogue. The European School of Brussels III aims to offer high quality education to all enrolled students. To achieve this goal, both short and long-term objectives are necessary for the whole school community.

2024 is a special year for the school since it celebrates its 25th anniversary. EEB III has developed into a vibrant school community that provides a holistic education to its pupils while working hand in hand with different stakeholders.

As a school, we subscribe to the recommendations and reflections issued by the Council of the European Union Recommendation¹ where the improvement of the 8 key competences (in the table below) is a central aspect in the pedagogy of our school.

	Literacy Strengthening literacy as a basis for further learning and communication in different societal and cultural contexts
	Languages Enhancing the ability to use a variety of languages to be active and better cope with the challenges of today's multilingual and diverse societies
	Science, technology, engineering and mathematics (STEM) Focusing on improving acquisition of these competences to nurture scientific understanding
	Digital Strengthening the confident and critical use of digital technology, including coding and programming, safety and citizenship related aspects
	Personal, social and learning Improving the skills necessary to participate in an active social life
	Civic Stressing the importance of democratic participation, European values, sustainable development and media literacy
	Entrepreneurship Enhancing entrepreneurial attitudes to unlock personal potential creativity and self-initiative
	Cultural awareness and expression Increasing intercultural skills and the ability to express ideas in a variety of ways and contexts

The European School Brussels III celebrated 24 years since it opened its doors to welcome students. The student population has grown over the years, giving it its diversity and exclusivity.

The school benefits from:

1. a dynamic school community made up of creative and committed students,
2. highly motivated and professional teachers,
3. Interested, engaged, and cooperative parents who have a vested interest in representing their children's educational interests and an active APEEE who collaborates as a cooperative stakeholder, and
4. dedicated and effective support, administrative and technical staff.
5. An active multi-disciplinary team that works well within the school and has strong ties with outside agencies
6. An evident and present European environment based on the Union's values and principles.

These facts make the school lively, active and energetic, and a high-performing school. We have excellent European baccalaureate results with high success rates, and a myriad of activities and school projects that support teaching and learning in the classroom.

¹ Council Recommendation of 22 May 2018 on key competences for lifelong learning. Weblink: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

While celebrating our strengths and achievements, we are also very aware of the challenges we face as a school community. However, our attitude as a school community has been to navigate through such experiences and learn from them in order to strengthen our mission and service.

When formulating the 2023-2024 Annual Pedagogical School Plan the main challenges were considered:

- a) Facing a constant increase in the number of students, especially in Secondary level, which has an impact on the safety of students and school staff as well as on the quality of our teaching.
- b) Ensuring effective management of our human resources (recruitment, evaluation and training) in a competitive environment exacerbated by the risks associated with difficulties in finding the appropriately available and qualified human resources in teaching.
- c) To guarantee the harmonisation and differentiation of teaching and learning in the 7 language sections and all subjects taught to ensure quality multilingual education from kindergarten up to baccalaureate.
- d) Continued focusing on the well-being of our school community in terms of staff, pupils and also parents.

EEBIII had a whole school inspection in November 2018. The mid-term report was presented in February 2021 and the school received feedback. EEBIII had another whole school inspection in April 2024. The school was suggested 3 recommendations in the following areas:

Pupil Self-Learning

Harmonisation

ICT Strategies as one of a number of methodologies used in teaching and learning

The Annual Pedagogical School Plan will also give an overview of what is to be implemented and the 3 recommendations from WSI 2024 are included in the school specific objectives.

The purpose of this Annual Pedagogical Plan is to outline the key goals we will be working on over the next school year (from 2024-2025). Some objectives are common to all the European Schools and will be dealt with in Part I, while others are specific to the school, as explained in Part II.

Part I focuses on:

1. Implementation and monitoring of the 8 key competences in pedagogical planning (continued)
2. PISA for Schools (phase 2 - continued)
3. Implementation of the remaining recommendation of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education
4. Implementation of the Pupils' Well-Being framework policy

Part II focuses on:

1. Pupil Self-Learning
2. Harmonisation
3. ICT Strategies as one of a number of methodologies used in teaching and learning
4. Well-Being
5. Sustainable Education

III. UPDATE ON THE RECOMMENDATIONS OF THE WHOLE SCHOOL INSPECTION

Follow-up of the Whole School Inspection (WSI)

Developments since the WSI visit in European School of Brussels III

Date: 15th to 19th April 2024

Inspection team:

Ms Tuulamarja HUISMAN Lead

Mr Alex COENEN Steering Committee

Ms Gabriela DROC

Ms Arja-Sisko HOLAPPA

Mr Robert CASSAR

Ms Renata JURANOVA

Mr Marko MATTUS Director of the ES Brussels IV

Recommendation 1 from the WSI report

- Pupils should be empowered more and be given more responsibility for their own learning. This can be done by helping pupils to take control of their own learning and enable them to assess their own work. The formulation of clear learning objectives by teachers will help in this process.

Column A. Activities planned by the school to make progress in the areas of recommendation

(Filled in by the school after receiving the report on the WSI).

Main Steps

- Identify what methods of pupil self-learning and self-evaluation is currently being used in our school. The aim of this would be to have a clear starting point on which we can build competences and skills that can be used directly and concretely in the classroom.
- After identifying good practices in place, create opportunities for professional dialogue and exchange (cycle, sections, levels). The identification of these practices can be based on teacher discussions and also based on data collected from pupils.
- Identify additional methodology for pupil self-learning and self-evaluation and tools that are needed and applicable to our pupils' needs.
- Develop a training programme for teachers and other educators focusing on pupil self-evaluation and self-learning and teaching tools.
- Focus on the issue of independent pupil learning during teacher evaluation to monitor implementation and discuss with teacher in feedback session.
- Provide continuous professional development on varied methods of lesson introduction and discuss implementation during teacher evaluation.
- Continue to strengthen Learning to Learn programme that promotes and teach pupil self-learning skills in the secondary cycle and explore suitability for P5 (Primary cycle).
- Develop further the Peer Mentoring Programme to strengthen pupil self-awareness, self-perception and leadership skills leading to further autonomy.

Expected Results

- Teachers able to display their good practice in terms of pupil independent learning with other colleagues following their own professional self-reflection.
- Teachers better trained with new ideas of implementing independent learning in their classes.
- Pupils participate more in independent learning processes.
- Evidence of clear introductions that portray lesson objectives.

Column B. School's self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made).

(Filled in by the school two years after the inspection).

Comments and feedback concerning column B.

(Filled in by the inspection team as a response to the self-evaluation).

<ul style="list-style-type: none"> • Evidence of increased responsibility of pupils taking charge of their own learning. • Evidence of more pupil self-assessment and peer assessment in lessons. <p>Performance Indicators</p> <ul style="list-style-type: none"> • Classroom observations. • Implementation of a training plan. • Implementation of professional dialogue opportunities among teachers and with management. • Observable pupil feedback on the issue of independent learning. • Continue to build on SharePoint for teachers with examples of good practice. • Monitor digital badges (secondary cycle) given to pupils and staff as this is often related to independent learning that takes place outside the formal class teaching and learning process. • List areas where pupils can become more independent in their learning (projects, portfolio, etc in the Nursery and Primary cycle). <p>Comments and feedback concerning column A.</p> <p>(Filled in by the inspection team as a response to the activities planned by the school).</p>	
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Recommendation 2 from the WSI report

The school is encouraged to continue with its efforts to harmonise across all levels in the delivery of lessons and in the assessment process.

Column A. Activities planned by the school to make progress in the areas of recommendations

(Filled in by the school after receiving the report on the WSI).

Main Steps

- ☐ Continue with professional development and dialogue regarding greater harmonisation in terms of curriculum content.
- ☐ Continue to create professional dialogue opportunities for colleagues to share good practices on year level, section level, subject level, and also involving peer observation.
- ☐ Examine and review further harmonisation of assessment practices.
- ☐ Focus on harmonising pupils' self-assessment and goal establishment.
- ☐ Monitor and develop a more harmonised approach to the structure of exams in S4, S5 and S6.
- ☐ Examine and review further moderation of assessment across sections/subjects.
- ☐ Explore and implement different assessment techniques and approaches which are age appropriate and level specific.
- ☐ Encourage teachers' co-operation in the setting of assessment criteria in order to jointly produce a marking scheme for harmonized examinations (in line with the new summative assessment document)
- ☐ Continue to strengthen the organisation of moderation meetings after exams in S5 and S6 to allow comparing and alignment of teachers' practices and ensure better harmonisation.
- ☐ Continue to carry out regular statistical analysis of data (exam results, grades etc) to provide feedback, exchange good practices and identify areas where there is lack of harmonisation, so that issues can be addressed with an evidence-based approach.

Expected Results

- ☐ Achieved academic results should be more evenly distributed and have a similar range across sections.
- ☐ Greater professional dialogue in level/subject meetings.
- ☐ Greater uniformity of assessment methods, including of examination papers across sections, as well as, greater uniformity of examination results.

Column B. School's self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made).

(Filled in by the school two years after the inspection).

Comments and feedback concerning column B.

(Filled in by the inspection team as a response to the self-evaluation).

<p>Performance Indicators</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of results and modification of approach if and when necessary. <input type="checkbox"/> More evident harmonised practices observed in teacher evaluation process. <p>Comments and feedback concerning column A.</p> <p>(Filled in by the inspection team as a response to the activities planned by the school).</p>	
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<p>Recommendation 3 from the WSI report</p> <ul style="list-style-type: none"> • The school is encouraged to promote in a more active way the integration of ICT strategies to facilitate learning and teaching. 	
<p>Column A. Activities planned by the school to make progress in the areas of recommendations</p> <p>(Filled in by the school after receiving the report on the WSI).</p> <p>Main Steps</p> <ul style="list-style-type: none"> <input type="checkbox"/> Further investment in ICT equipment (e.g. laptops, IPADs) <input type="checkbox"/> Investment in WiFi Project to be able to sustain use of more digital devices in the classrooms. <input type="checkbox"/> Develop further the role of the Digital Competences Section representative. <input type="checkbox"/> Develop continuous professional development of use of Smartboard. <input type="checkbox"/> Strengthen attendance of key persons to ICT conferences so as to encourage innovation in the area and then exchange ideas with and among colleagues. <input type="checkbox"/> Peer teacher observation with specific focus on integrating ICT in teaching and learning. <input type="checkbox"/> Adopt an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Participating students should develop key skills including but not limited to, Problem Solving, Creativity, Critical analysis. It is aimed that this will be done through STEM in the secondary cycle. <input type="checkbox"/> Integrate further the use of Smartboards with class subjects, research, and skills development (e.g., music, art, mathematics). The aim is to offer further concrete training to teachers on how such integration could be beneficial. <input type="checkbox"/> Create awareness about the proper use of ICT and the internet by discussing real-life examples and sharing various approaches to avoid or minimize dangers <p>Expected Results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greater and more diverse use of the smartboard on a day-to- day basis not just as a projector, where it is clearly seen that the use of the smartboard is integrated in the teaching 	<p>Column B. School's self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made).</p> <p>(Filled in by the school two years after the inspection).</p> <p>Comments and feedback concerning column B.</p> <p>(Filled in by the inspection team as a response to the self-evaluation).</p>

<p>of the subject and skills development which should lead to improved understanding and an enhanced learning experience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greater symbiosis of use of Smartboard and use of Teams. <input type="checkbox"/> Increased examples in class of possible personalised learning through ICT, as well as, collaborative learning experiences including research skill development. <input type="checkbox"/> To have a good balance of digital device use in class together with other methodologies. It is expected that there is more evidence of this during classroom observations. <input type="checkbox"/> Continue to develop further projects related to STEM as the main approach to learning and development which focuses on developing skills such as problem solving, creativity, critical analysis, etc. <input type="checkbox"/> Further improved awareness of the proper use of ICT. <p>Performance Indicators</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase use of electronic devices in particular engaging Smartboard use during lesson time. <input type="checkbox"/> Pupil engagement with a varied use of teaching methodologies in class including use of ICT tools is observable during lessons and through other data collection methods. <input type="checkbox"/> Evidence of pupils' work related to ICT forming a part of their portfolio (Nursery and Primary Cycle). <input type="checkbox"/> Teacher engagement in furthering their development of ICT strategies as part of their package of methodologies used in class. <input type="checkbox"/> Continue to develop a number of ICT related projects that promote innovation and creativity. <input type="checkbox"/> Observable changes in student behaviour regarding safe internet practices, assessed through surveys or behavioural observations. <p>Comments and feedback concerning column A.</p> <p>(Filled in by the inspection team as a response to the activities planned by the school).</p>	
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IV. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2024-25

PART 1 : COMMON PRIORITIES

Priority 1	Implementation and monitoring of the 8 key competences in pedagogical planning (continued)
Cycle	Nursery, Primary, and Secondary Cycles
Main steps	<ul style="list-style-type: none"> • Curriculum Integration • Continue to strengthen common harmonized pedagogical planning as stipulated by the document 2023-01-D-59) coordinated by the subject referents and coordinators. • Continue to use the harmonized common pedagogical planning and add the teacher's personal approach. • Ensure that the curriculum reflects the 8 key competences by embedding them in planning, lesson plans and projects. • Strengthen collaborative teaching and peer observation. • Continue to develop peer professional discussions on the practical implications of embedding the key competences in teaching and learning and create moments of exchange of good practices. • Continue to ensure and strengthen moderation exercises are taking place across sections, especially in terms of assessment. • Provide ongoing professional development opportunities for teachers to share best practices and stay informed about the latest research and technologies.
Expected Results	<ul style="list-style-type: none"> • Forward planning will clearly show the elements dedicated to the 8 key competences. An analysis and monitoring of this will take place during the school year. Forward planning will be discussed in teacher evaluation, and it is expected that elements of the key competences are observed during such evaluations. • Learning activities will be more relevant and interesting to pupils, leading to increased engagement and motivation.
Reference documents	<ul style="list-style-type: none"> • Harmonisation of the pedagogical planning of the European Schools in the nursery, primary and secondary cycles (2023-01-D-59-en-2) • Key Competences for Lifelong Learning in the European Schools (2018-09-D-69-en-2) • Introduction of the 8 key competences into the pedagogical planning templates of the European Schools (2020-01-D-61-en-3) • Harmonised planning Working Group: Introduction of the Eight Key Competences into the pedagogical planning of the European Schools – Postponement of the measures until the 2022-2023 school year (2020-09-D-43) • Updating the teaching standards (2023-09-D-11-en-4 and 2012-09-D-11-en-4bis)
Responsibility	<ul style="list-style-type: none"> • Director and Deputy Directors Nursery/Primary and Secondary Cycle • Subject Coordinators/Referents • Support provided by the Inspectorate. • Support by the Pedagogical Development Unit (https://eursc.sharepoint.com/sites/PedagogicalDevelopment)

Priority 2	PISA for Schools (phase 2 - continued)
Cycle	Secondary
Main steps	<p>Implementation of school-specific action plans</p> <ol style="list-style-type: none"> Focus on Mathematics and Science will include: <ol style="list-style-type: none"> Appointment of a Mathematics coordinator for S1 to S3. Greater harmonization of B-tests and exams in S4, S5 and S6, especially in Mathematics. Regular follow-up with statistics comparing sections and subjects. Strengthen STEM participation and work towards a good gender balance. Further support Science and Mathematics Projects (eg Science Symposium, Olympiades, etc) rewarding with Digital Badging system. Further promote and implement reading projects from the nursery, primary to the secondary. Provide the OSG with the required information for the system-level analysis.
Expected result(s)	<ul style="list-style-type: none"> Good results maintained and improved in Reading, Mathematics and Science Continue with noise pollution exercises in the nursery and primary cycle, as this was referred to in the student voice results as being a factor that effects students.
Reference documents	<ul style="list-style-type: none"> 2022-09-D-58-en-2 PISA-based test for the European Schools 2022 – Results and Follow-up Planning Decisions of the enlarged meeting of the Board of Governors of the European Schools (2021-04-D-8-en-2) PISA-based Test for Schools (PBTs) Project (2021-01-D-47-en-3)
Responsibility	<ul style="list-style-type: none"> Director and Deputy Director Secondary

Priority 3	Implementation of the remaining recommendation of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education
Cycle	Nursery, Primary, and Secondary Cycles
Main steps	<ul style="list-style-type: none"> <input type="checkbox"/> Finalise the implementation of the training plan. <input type="checkbox"/> Based on the guidelines from the OSG, explore ways for facilitating the successful transition from pupils with educational needs Primary to Secondary. Adopt existing guidelines accordingly.
Expected result(s)	<ul style="list-style-type: none"> <input type="checkbox"/> The training plan for educational support is implemented and applied. <input type="checkbox"/> Improved transition of pupils with educational needs from Primary to Secondary.
Reference documents	<ul style="list-style-type: none"> <input type="checkbox"/> Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the school year 2021-2022 (2022-12-D-6-en-5) <input type="checkbox"/> Update on the Implementation of the Action Plan Educational Support and Inclusive Education (2019-10-D-10-en-8) <input type="checkbox"/> Evaluation Report on the Implementation of the Educational Support Policy in the European Schools (2018-09-D-53-en-3)
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Directors and Deputy Directors <input type="checkbox"/> Educational Support Coordinators

Priority 4	Implementation of the Pupils' Well-Being framework policy
Cycle	Nursery, Primary and Secondary cycles
Main steps	<p>Ensure that the following policies:</p> <ul style="list-style-type: none"> ➤ Child Protection Policy ➤ Anti-Bullying Policy ➤ Mental Health Policy ➤ Good Behavior Policy ➤ Anti-Substance (AB) use Policy ➤ Health, Safety and Security Policy <p>Exist at school-level and/or reflect the standards defined in the Framework Policy.</p>
Expected result(s)	Pupils' Well-Being Framework Policy implemented in the schools.
Reference documents	Memorandum: Decision of the Board of Governors at its meeting of 6, 7 and 8 April 2022 concerning "Pupils' Well-Being Policy Framework of the European Schools" (2022-04-M-3-en-1)
Responsibility	<input type="checkbox"/> Director and Deputy Directors

EEB 3 has worked on several policy documents in the last 3 years. Major policy documents are developed, discussed, and drafted in working groups consisting of pupils, parents, teachers, and management. The Anti-Bullying Policy and the Good Behaviour Policy are in place. Next school year we will work on the Child Protection Policy and Anti-Substance Abuse Policy. We aim to close the cycle in the school year 2025-2026 with the remaining two policies.

It is to be noted that schools also have other policies to draft. For example, this school year we also worked on a Transition Policy and a Homework Policy. These were done through working groups, and we believe that the method of policy development is as important as the final product. This year we also worked on the Mobile Devices Policy, which is considered a top priority in our school. It is not on the list of policy documents stipulated in the Pupils' Well-Being Framework Policy, but schools need to be given the space to develop policies addressing their needs and priorities.

Drafting a policy through a consultation process among stakeholders needs time and the school is also committed to the implementation of the policy documents it publishes. Drafting an important policy such as the ones mentioned above normally takes one school year from drafting to consultation to feedback gathering to finalization.

2. SCHOOL-SPECIFIC PRIORITIES

Priority 5	Pupil Self-Learning
Cycle	Nursery / Primary and Secondary Cycles
Main steps	<ul style="list-style-type: none"> <input type="checkbox"/> Identify what methods of pupil self-learning and self-evaluation is currently being used in our school. The aim of this would be to have a clear starting point on which we can build competences and skills that can be used directly and concretely in the classroom. <input type="checkbox"/> After identifying good practices in place, create opportunities for professional dialogue and exchange (cycle, sections, levels). <ul style="list-style-type: none"> <input type="checkbox"/> The identification of these practices can be based on teacher discussions and also based on data collected from pupils. <input type="checkbox"/> Identify additional methodology for pupil self-learning and self-evaluation and tools that are needed and applicable to our pupils' needs. <input type="checkbox"/> Develop a training programme for teachers and other educators focusing on pupil self-evaluation and self-learning and teaching tools. <input type="checkbox"/> Focus on the issue of independent pupil learning during teacher evaluation to monitor implementation and discuss with teacher in feedback session. <input type="checkbox"/> Provide continuous professional development on varied methods of lesson introduction and discuss implementation during teacher evaluation. <input type="checkbox"/> Continue to strengthen Learning to Learn programme that promotes and teach pupil self-learning skills in the secondary cycle and explore suitability for P5 (Primary cycle). <input type="checkbox"/> Develop further the Peer Mentoring Programme to strengthen pupil self-awareness, self-perception and leadership skills leading to further autonomy.
Expected result(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers able to display their good practice in terms of pupil independent learning with other colleagues following their own professional self-reflection. <input type="checkbox"/> Teachers better trained with new ideas of implementing independent learning in their classes. <input type="checkbox"/> Pupils participate more in independent learning processes. <input type="checkbox"/> Evidence of clear introductions that portray lesson objectives. <input type="checkbox"/> Evidence of increased responsibility of pupils taking charge of their own learning. <input type="checkbox"/> Evidence of more pupil self-assessment and peer assessment in lessons.
Performance indicators	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom observations. <input type="checkbox"/> Implementation of a training plan. <input type="checkbox"/> Implementation of professional dialogue opportunities among teachers and with management. <input type="checkbox"/> Observable pupil feedback on the issue of independent learning. <input type="checkbox"/> Continue to build on SharePoint for teachers with examples of good practice. <input type="checkbox"/> Monitor digital badges (secondary cycle) given to pupils and staff as this is often related to independent learning that takes place outside the formal class teaching and learning process. <input type="checkbox"/> List areas where pupils can become more independent in their learning (projects, portfolio, etc in the Nursery and Primary cycle).
Reference documents	Various documents related to sustainable education.
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Management Team <input type="checkbox"/> Pedagogical Team

Priority 6	Harmonisation
Cycle	Nursery / Primary and Secondary Cycles
Main steps	<ul style="list-style-type: none"> <input type="checkbox"/> Continue with professional development and dialogue regarding greater harmonisation in terms of curriculum content. <input type="checkbox"/> Continue to create professional dialogue opportunities for colleagues to share good practices on year level, section level, subject level, and also involving peer observation. <input type="checkbox"/> Examine and review further harmonisation of assessment practices. <input type="checkbox"/> Focus on harmonising pupils' self-assessment and goal establishment. <input type="checkbox"/> Monitor and develop a more harmonised approach to the structure of exams in S4, S5 and S6. <input type="checkbox"/> Examine and review further moderation of assessment across sections/subjects. <input type="checkbox"/> Explore and implement different assessment techniques and approaches which are age appropriate and level specific. <input type="checkbox"/> Encourage teachers' co-operation in the setting of assessment criteria to jointly produce a marking scheme for harmonized examinations (in line with the new summative assessment document) <input type="checkbox"/> Continue to strengthen the organisation of moderation meetings after exams in S5 and S6 to allow comparing and alignment of teachers practices and ensure better harmonisation. <input type="checkbox"/> Continue to carry out regular statistical analysis of data (exam results, grades etc) to provide feedback, exchange good practices and identify areas where there is lack of harmonisation, so that issues can be addressed with an evidence-based approach.
Expected result(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Achieved academic results should be more evenly distributed and have a similar range across sections. <input type="checkbox"/> Greater professional dialogue in level/subject meetings. <input type="checkbox"/> Greater uniformity of assessment methods, including of examination papers across sections, as well as greater uniformity of examination results.
Performance indicators	<ul style="list-style-type: none"> <input type="checkbox"/> Analysis of results and modification of approach if and when necessary. <input type="checkbox"/> More evident harmonised practices observed in teacher evaluation process
Reference documents	Various documents related to sustainable education.
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Management Team <input type="checkbox"/> Pedagogical Team

Priority 7	ICT Strategies as one of a number of methodologies used in teaching and learning
Cycle	Nursery / Primary and Secondary Cycles
Main steps	<ul style="list-style-type: none"> <input type="checkbox"/> Further investment in ICT equipment (e.g., laptops, IPADs) <input type="checkbox"/> Investment in WiFi Project to be able to sustain use of more digital devices in the classrooms. <input type="checkbox"/> Develop further the role of the Digital Competences Section representative. <input type="checkbox"/> Develop continuous professional development of use of Smartboard. <input type="checkbox"/> Strengthen attendance of key persons to ICT conferences to encourage innovation in the area and then exchange ideas with and among colleagues. <input type="checkbox"/> Peer teacher observation with specific focus on integrating ICT in teaching and learning.

	<ul style="list-style-type: none"> <input type="checkbox"/> Adopt an approach to learning and development that integrates the areas of science, technology, engineering, and mathematics. Participating students should develop key skills including but not limited to, Problem Solving, Creativity, Critical analysis. It is aimed that this will be done through STEM in the secondary cycle. <input type="checkbox"/> Integrate further the use of Smartboards with class subjects, research, and skills development (e.g., music, art, mathematics). The aim is to offer further concrete training to teachers on how such integration could be beneficial. <input type="checkbox"/> Create awareness about the proper use of ICT and the internet by discussing real-life examples and sharing various approaches to avoid or minimize dangers.
Expected result(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Greater and more diverse use of the smartboard on a day-to-day basis not just as a projector, where it is clearly seen that the use of the smartboard is integrated in the teaching of the subject and skills development which should lead to improved understanding and an enhanced learning experience. <input type="checkbox"/> Greater symbiosis of use of Smartboard and use of Teams. <input type="checkbox"/> Increased examples in class of possible personalised learning through ICT, as well as collaborative learning experiences including research skill development. <input type="checkbox"/> To have a good balance of digital device use in class together with other methodologies. It is expected that there is more evidence of this during classroom observations. <input type="checkbox"/> Continue to develop further projects related to STEM as the main approach to learning and development which focuses on developing skills such as problem solving, creativity, critical analysis, etc. <input type="checkbox"/> Further improved awareness of the proper use of ICT.
Performance indicators	<ul style="list-style-type: none"> <input type="checkbox"/> Increase use of electronic devices in particular engaging Smartboard use during lesson time. <input type="checkbox"/> Pupil engagement with a varied use of teaching methodologies in class including use of ICT tools is observable during lessons and through other data collection methods. <input type="checkbox"/> Evidence of pupils' work related to ICT forming a part of their portfolio (Nursery and Primary Cycle). <input type="checkbox"/> Teacher engagement in furthering their development of ICT strategies as part of their package of methodologies used in class. <input type="checkbox"/> Continue to develop a number of ICT related projects that promote innovation and creativity. <input type="checkbox"/> Observable changes in student behaviour regarding safe internet practices, assessed through surveys or behavioural observations.
Reference documents	Various documents related to sustainable education.
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Management Team <input type="checkbox"/> Pedagogical Team

Priority 8		Well-Being	
Cycle	Nursery / Primary Cycles		Secondary Cycle
Main Steps	<p>Promotion, Prevention, and Intervention to continue improving positive behaviour in our school.</p> <ul style="list-style-type: none"> • Kiva implementation for P1 to P5 (Kick Off, Kiva Lessons, Kiva Survey, etc) <ul style="list-style-type: none"> ➢ Parents meeting re Kiva: What is Kiva? ➢ Kiva team intervention on cases of bullying. ➢ Implementation of Good Behaviour Policy and Anti-Bullying Policy. ➢ Continued investment in training of staff regarding Kiva programme. • Awareness raising session with parents/legal representatives regarding the implementation of good behaviour management. 		<p>Promotion, Prevention, and Intervention to continue improving positive behaviour in our school.</p> <ul style="list-style-type: none"> ➢ Continued implementation of Kiva. S1 to S3 next school year. ➢ Continued training of Educational Advisors about the Kiva programme, ➢ Expansion of Kiva lessons in the secondary cycle S1, S2 and S3 ➢ Work Experience Project to continue being fine-tuned and implemented. ➢ Implementation of Good Behaviour Policy and Anti-Bullying Policy and also focusing on the Mobile Devices Policy.
	<p>Promotion, Prevention, and Intervention in Mental Health Issues</p> <ul style="list-style-type: none"> ➢ Update and publishing of psychosocial risk prevention plan ➢ External expert sessions (e.g., Child Focus, etc.) ➢ Prevention sessions for parents ➢ Prevention session for parents on learning difficulties ➢ Information session on Educational Support (combined) ➢ Request increase in psychological services. 		<p>Promotion, Prevention, and Intervention in Mental Health Issues</p> <ul style="list-style-type: none"> ➢ Continued programme with outside agencies (collaboration with outside agencies such as Axado, SOS Suicide) ➢ Sessions with pupils regarding anti-substance abuse ➢ Organisation of awareness sessions for pupils and parents on the dangers of use of social media, internet, and cyberbullying. ➢ Request to increase of psychological services. ➢ Digital badge award (effect on self-esteem). Wider range this year of badges and will continue next year.
	<p>Whole School Policy Development and Projects</p> <ul style="list-style-type: none"> ➢ Retention of Data procedures with regard to Good Behaviour and Anti- Bullying Policies. ➢ Continue to draft the Child Protection Policy document and set up Working Group. ➢ Work on Anti-Harassment of Staff Policy and set up Working Group. ➢ Start to draft Anti-Substance Abuse Policy and set up Working Group. 		
Expected result(s)	<ul style="list-style-type: none"> ➢ Increased awareness of importance of well-being for our students and staff. ➢ Clear understanding that any form of negative behaviour that effects well-being needs to be reported and acted upon if it is related to school issues. ➢ A more serene and respectful school community 		<ul style="list-style-type: none"> ➢ Increased awareness of importance of well-being for our students and staff. ➢ Clear understanding that any form of negative behaviour that effects well- being needs to be reported and acted upon if it is related to school issues. ➢ A more serene and respectful school community

Performance indicators	<ul style="list-style-type: none"> ➤ Reduced stress/threats/conflict/bullying. ➤ Visibility of the projects in school and in lessons. ➤ Analysis of disciplinary cases and individual follow-up actions. ➤ 6 meetings will be held during a school year for parents on issues related to aspects of well-being. ➤ Continue to maintain good level of staff satisfaction. 	<ul style="list-style-type: none"> ➤ Reduced stress/threats/conflict/bullying. ➤ Visibility of the projects in school and in lessons. ➤ Analysis of disciplinary cases and individual follow-up actions. ➤ Aim at awarding 100 students with the Digital Badge. ➤ Aim at 250 pupils participating in the WEX Programme ➤ Further encourage Student Mobility ➤ 6 meetings will be held during a school year for parents on issues related to aspects of well-being. ➤ Continue to maintain good level of staff satisfaction.
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Reference documents	Related OSG documentation. School Policies and Procedures.	Related OSG documentation. School Policies and Procedures.
Responsibility	Director, Deputy Director, Nursery and Primary cycle, Assistant Deputy Director, Nursery and Primary Cycle Educational Support Coordinator School Psychologists Coordinators Teachers and other educators	Director, Deputy Director, Secondary Cycle Assistant Deputy Director, Secondary Cycle Educational Support Coordinator School Psychologists Coordinators ICT staff Teachers and other educators

Priority 9	Sustainable Education	
Cycle	Nursery / Primary and Secondary Cycles	
Main steps	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor implementation of actions related to Eco Label. <input type="checkbox"/> Awareness-raising sessions related to sustainability. <input type="checkbox"/> Implementation of Sustainability Projects including EEB Green projects, Erasmus project, theme days (World Wildlife Day, International Day of Forests, etc). Pedagogical Use of Solar Panel data and work on more sustainable energy use and production in general, work on waste reduction (waste separation and recycling etc.). <input type="checkbox"/> Exchange of good practices in terms of teaching resources related to Sustainability. <input type="checkbox"/> Implementation of Sustainability and Active Citizenship course (S6 and S7). 	
Expected result(s)	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to increase awareness of importance of sustainability within our school community. <input type="checkbox"/> Implement concrete actions that work towards sustainability 	
Performance indicators	<ul style="list-style-type: none"> <input type="checkbox"/> Following successful acquisition of Eco Label, monitoring programme of actions put in place. <input type="checkbox"/> Sustainability Coordinators continue to work on projects throughout school year. <input type="checkbox"/> Training/awareness raising programme established and completed by end of school year as targeted. <input type="checkbox"/> Series of projects implemented and evaluated. <input type="checkbox"/> Sustainability WG continues to meet working hand in hand with EEB 3 Green (Primary and Secondary committees). 	
Reference documents	Various documents related to sustainable education.	
Responsibility	<ul style="list-style-type: none"> <input type="checkbox"/> Management Team <input type="checkbox"/> Pedagogical Team 	