# EUROPEAN SCHOOL
# Brussels III

# Annual Pedagogical School Plan 2025-2026

**Presented to the School's Administrative Board on 24 September 2025**

# 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.

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 Recommendation[1] where the improvement of the 8 key competences (in the table below) is a central aspect in the pedagogy of our school.

---

[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

**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 25 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.

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 to strengthen our mission and service.

When formulating the 2025-2026 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 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 purpose of this Annual Pedagogical Plan is to outline the key goals we will be working on over the next school year (from 2025-2026). 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. Organisation of Classes Including ISA Pupils
2. Implementation of recent changes on assessments and other regulatory requirements

**Part II focuses on:**
1. Pupil Self-Learning (WSI recommendation)
2. Harmonisation (WSI recommendation)
3. ICT Strategies as one of a number of methodologies used in teaching and learning. (WSI recommendation)
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). | **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). |
| --- | --- |
| **Main Steps**<br>• 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.<br>• 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.<br>• Identify additional methodology for pupil self-learning and self-evaluation and tools that are needed and applicable to our pupils' needs.<br>• Develop a training programme for teachers and other educators focusing on pupil self-evaluation and self-learning and teaching tools.<br>• Focus on the issue of independent pupil learning during teacher evaluation to monitor implementation and discuss with teacher in feedback session.<br>• Provide continuous professional development on varied methods of lesson introduction and discuss implementation during teacher evaluation.<br>• 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).<br>• Develop further the Peer Mentoring Programme to strengthen pupil self-awareness, self-perception and leadership skills leading to further autonomy.<br>**Expected Results**<br>• Teachers able to display their good practice in terms of pupil independent learning with other colleagues following their own professional self-reflection.<br>• Teachers better trained with new ideas of implementing independent learning in their classes.<br>• Pupils participate more in independent learning processes.<br>• Evidence of clear introductions that portray lesson objectives.<br>• Evidence of increased responsibility of pupils taking charge of their own learning.<br>• Evidence of more pupil self-assessment and peer assessment in lessons. | **Comments and feedback concerning column B.** (Filled in by the inspection team as a response to the self-evaluation). |

| | |
|---|---|
| **Performance Indicators**<br>• Classroom observations.<br>• Implementation of a training plan.<br>• Implementation of professional dialogue opportunities among teachers and with management.<br>• Observable pupil feedback on the issue of independent learning.<br>• Continue to build on SharePoint for teachers with examples of good practice.<br>• 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.<br>• List areas where pupils can become more independent in their learning (projects, portfolio, etc in the Nursery and Primary cycle).<br>**Comments and feedback concerning column A.**<br>**(Filled in by the inspection team as a response to the activities planned by the school).** | |

| 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). | **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). |
| **Main Steps**<br>☐ Continue with professional development and dialogue regarding greater harmonisation in terms of curriculum content.<br>☐ Continue to create professional dialogue opportunities for colleagues to share good practices on year level, section level, subject level, and also involving peer observation.<br>☐ Examine and review further harmonisation of assessment practices.<br>☐ Focus on harmonising pupils' self-assessment and goal establishment.<br>☐ Monitor and develop a more harmonised approach to the structure of exams in S4, S5 and S6.<br>☐ Examine and review further moderation of assessment across sections/subjects.<br>☐ Explore and implement different assessment techniques and approaches which are age appropriate and level specific.<br>☐ 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)<br>☐ 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.<br>☐ 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.<br><br>**Expected Results**<br>☐ Achieved academic results should be more evenly distributed and have a similar range across sections.<br>☐ Greater professional dialogue in level/subject meetings.<br>☐ Greater uniformity of assessment methods, including of examination papers across sections, as well as, greater uniformity of examination results. | **Comments and feedback concerning column B.** **(Filled in by the inspection team as a response to the self-evaluation).** |

| Performance Indicators<br>□ Analysis of results and modification of approach if and when necessary.<br>□ More evident harmonised practices observed in teacher evaluation process.<br>**Comments and feedback concerning column A.**<br>**(Filled in by the inspection team as a response to the activities planned by the school).** | |
| --- | --- |

**Recommendation 3 from the WSI report**
The school is encouraged to promote in a more active way the integration of ICT strategies to facilitate learning and teaching.

| Column A. Activities planned by the school to make progress in the areas of recommendations<br>(Filled in by the school after receiving the report on the WSI).<br>**Main Steps**<br>□ Further investment in ICT equipment (e.g. laptops, IPADs)<br>□ Investment in WiFi Project to be able to sustain use of more digital devices in the classrooms.<br>□ Develop further the role of the Digital Competences Section representative.<br>□ Develop continuous professional development of use of Smartboard.<br>□ Strengthen attendance of key persons to ICT conferences so as to encourage innovation in the area and then exchange ideas with and among colleagues.<br>□ Peer teacher observation with specific focus on integrating ICT in teaching and learning.<br>□ 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.<br>□ 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.<br>□ 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<br>**Expected Results**<br>□ 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 | Column B. School´s self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made).<br>(Filled in by the school two years after the inspection).<br><br><br>**Comments and feedback concerning column B.**<br>**(Filled in by the inspection team as a response to the self-evaluation).** |
| --- | --- |

subject and skills development which should lead to improved understanding and an enhanced learning experience.

- ☐ Greater symbiosis of use of Smartboard and use of Teams.
- ☐ Increased examples in class of possible personalised learning through ICT, as well as, collaborative learning experiences including research skill development.
- ☐ 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.
- ☐ 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.
- ☐ Further improved awareness of the proper use of ICT.

**Performance Indicators**

- ☐ Increase use of electronic devices in particular engaging Smartboard use during lesson time.
- ☐ 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.
- ☐ Evidence of pupils' work related to ICT forming a part of their portfolio (Nursery and Primary Cycle).
- ☐ Teacher engagement in furthering their development of ICT strategies as part of their package of methodologies used in class.
- ☐ **C**ontinue to develop a number of ICT related projects that promote innovation and creativity.
- ☐ Observable changes in student behaviour regarding safe internet practices, assessed through surveys or behavioural observations.

**Comments and feedback concerning column A. (Filled in by the inspection team as a response to the activities planned by the school).**

| 1. | PRIORITIES OF ALL SCHOOLS AND THE OSG |

| Priority 1 | **Organisation of Classes Including ISA Pupils** |
|---|---|
| **Cycle** | **Nursery, Primary, and Secondary Cycles** |
| Main steps | - Support the assessment of practices and the existing ratio pupils - professionals in classes including pupils benefitting from ISA support<br>- Elaborate a needs' assessment. |
| Expected result(s) | ➢ Revised document on the Organization of Classes prepared by the Educational Support WG |
| Reference documents | - 2022-08-D-14 -en-7: Proposal for the Organization of Classes Including pupils with Intensive Support<br>- 2021-06-D-13-en-1: Proposal to progress towards a Certificate for pupils in progression without promotion |
| Responsibility | - Director and Deputy Directors<br>- Educational Support Coordinators |

| Priority 2 | **Implementation of recent changes on assessments and other regulatory requirements** |
|---|---|
| **Cycle** | **Nursery, Primary, and Secondary Cycles** |
| Main steps | - Implement new templates for Primary cycle reports<br>- Implement changes related to the summative assessment in S4-S6<br>- Develop and promote a Whole School approach for sustainable development (see objective for Focus area 5) |
| Expected result(s) | ➢ Above mentioned changes/requirements implemented<br>➢ WSA for sustainable development developed |
| Reference documents | - 2025-01-D-59-en-1: Update and Follow up: Implementation of the New Assessment Tools in the Primary Cycle<br>- 2024-12-D-26-en-2: Summative assessment for s4 -s6 in the European Schools: Pedagogical and organisational arrangements |
| Responsibility | - Director and Deputy Directors |

| Priority 3 | Pupil Self-Learning |
|---|---|
| Cycle | Nursery / Primary and Secondary Cycles |
| Main Steps | |
| | ☐ Continue professional discussion on what methods of pupil self-learning we currently implement.  Special focus on the use of the portfolio/digital badges system.  The aim is to have a document that explains what methods of self-learning we currently implement in our school, and this can be another tool of exchange of good practice.<br>☐ Organise week of Portfolios in nursery/primary<br>☐ Discussion of Pupil Self-Learning in Level meetings and Monthly Subject Meetings<br>☐ Organise professional exchange weeks in both cycles.<br>☐ Identify conferences related to pupil self-learning and identify staff to attend and then share information with colleagues.<br>☐ Pupil self-learning will be a focus of teacher evaluation in school year 2025-2026<br>☐ Sharing of good practice on lesson introduction<br>☐ In nursery and primary, following training about the Learning to Learn programme in secondary, the next step is to start developing a learning to learn programme from M2 to P2, then P3 to P5 that highlights independent learning.   In secondary continue with Learning to Learn programme.<br>☐ In nursery and primary, the student Council and Eco Committee will work on leadership skills through team building exercises so that we start creating an awareness of Peer Mentoring from the primary years.  In secondary, we will continue the same work with the Buddy Programme. |
| Expected result(s) | ☐ Teachers able to display their good practice in terms of pupil independent learning with other colleagues following their own professional self-reflection.<br>☐ Teachers better trained with new ideas of implementing independent learning in their classes.<br>☐ Pupils participate more in independent learning processes.<br>☐ Evidence of clear introductions that portray lesson objectives.<br>☐ Evidence of increased responsibility of pupils taking charge of their own learning.<br>☐ Evidence of more pupil self-assessment and peer assessment in lessons. |
| Performance indicators | ☐ Classroom observations.<br>☐ Implementation of a training plan.<br>☐ Implementation of professional dialogue opportunities among teachers and with management.<br>☐ Observable pupil feedback on the issue of independent learning.<br>☐ Continue to build on SharePoint for teachers with examples of good practice.<br>☐ 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.<br>☐ 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 pupil self-learning. |
| Responsibility | ☐ Management Team<br>☐ Pedagogical Team |

| Priority 4 | Harmonisation |
|---|---|
| **Cycle** | **Nursery / Primary and Secondary Cycles** |
| **Main Steps** | ☐ Continued work in the nursery cycle to work on a common theme in the pedagogical area.<br>☐ Continued work in primary level meetings to harmonise planning by subject.<br>☐ Continue to discuss and analyse harmonisation during monthly meetings in the secondary cycle.<br>☐ Focus on P3 to P5 on one particular skills, e.g. reading skills to harmonise curricular content and assessment.<br>☐ Harmonisation through Writing Fest in nursery and primary<br>☐ Start setting up data analysis of primary cycle results.<br>☐ 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.<br>☐ Promote collaboration among teachers in developing assessment criteria and jointly creating marking schemes for standardized examinations, in alignment with the updated summative assessment guidelines (secondary cycle)<br>☐ Enhance the structure and effectiveness of moderation meetings following S5 and S6 exams to facilitate comparison, alignment of teaching practices, and improved consistency. (Secondary cycle)<br>☐ Continue exploring and applying diverse assessment methods that are developmentally appropriate and aligned with students' academic levels. |
| Expected result(s) | ☐ Achieved academic results should be more evenly distributed and have a similar range across sections.<br>☐ Greater professional dialogue in level/subject meetings.<br>☐ Greater uniformity of assessment methods, including of examination papers across sections, as well as greater uniformity of examination results. |
| Performance indicators | ☐ Analysis of results and modification of approach if and when necessary.<br>☐ More evident harmonised practices observed in teacher evaluation process |
| Reference documents | Various documents related to harmonisation. |
| Responsibility | ☐ Management Team<br>☐ Pedagogical Team |

| Priority 5 | ICT Strategies as one of a number of methodologies used in teaching and learning |
|---|---|
| Cycle | Nursery / Primary and Secondary Cycles |
| Main Steps | |
| | ☐ Implementation of Phase 1 of the Class Lab.<br>☐ Develop further the role of the Digital Competences Coordinator<br>☐ Strengthen attendance of key persons to ICT conferences to encourage innovation in the area and then exchange ideas with and among colleagues.<br>☐ Survey to analyse IT skills of teaching staff to identify 3 levels of competences needs and then develop a professional development plan. (Nursery and Primary Cycle)<br>☐ Develop continuous professional development of use of Smartboard.<br>☐ Strengthen attendance of key persons to ICT conferences to encourage innovation in the area and then exchange ideas with and among colleagues.<br>☐ Peer teacher observation with specific focus on integrating ICT in teaching and learning.  This will be done during the Exchange of Good Practice project with a focus on IT.<br>☐ Positive use of the internet and social media prevention sessions<br>☐ Discuss the use of IT tools in teaching and learning during teacher evaluation.<br>☐ AI training for teaching staff.<br>☐ Further investment in ICT equipment (e.g., laptops, IPADs)<br>☐ Investment in WiFi Project to be able to sustain use of more digital devices in the classrooms. |
| Expected result(s) | ☐ 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.<br>☐ Greater symbiosis of use of Smartboard and use of Teams.<br>☐ Increased examples in class of possible personalised learning through ICT, as well as collaborative learning experiences including research skill development.<br>☐ 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.<br>☐ 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.<br>☐ Further improved awareness of the proper use of ICT. |

| | |
|---|---|
| Performance indicators | ☐ Increase use of electronic devices in particular engaging Smartboard use during lesson time.<br>☐ 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.<br>☐ Evidence of pupils' work related to ICT forming a part of their portfolio (Nursery and Primary Cycle).<br>☐ Teacher engagement in furthering their development of ICT strategies as part of their package of methodologies used in class.<br>☐ Continue to develop a number of ICT related projects that promote innovation and creativity.<br>☐ Observable changes in student behaviour regarding safe internet practices assessed through surveys or behavioural observations. |
| Reference documents | Various documents related to ICT. |
| Responsibility | ☐ Management Team<br>☐ Pedagogical Team |

| Priority 6 | Well-Being | |
|---|---|---|
| **Cycle** | **Nursery / Primary Cycles** | **Secondary Cycle** |
| Main Steps | **Promotion, Prevention, and Intervention to continue improving positive behaviour in our school.**<br><br>• Kiva implementation for P1 to P5 (Kick Off, Kiva Lessons, Kiva Survey, etc)<br>  ➢ Parents meeting re Kiva: What is Kiva?<br>  ➢ Kiva team intervention on cases of bullying.<br>  ➢ Implementation of Good Behaviour Policy and Anti-Bullying Policy.<br>  ➢ Continued investment in training of staff regarding Kiva programme.<br>• Awareness raising session with parents/legal representatives regarding the implementation of good behaviour management. | **Promotion, Prevention, and Intervention to continue improving positive behaviour in our school.**<br><br>➢ Continued implementation of Kiva. S1 to S3 next school year.<br>➢ Continued training of Educational Advisors about the Kiva programme,<br>➢ Continue with Kiva lessons in the secondary cycle S1, S2 and S3<br>➢ Work Experience Project to continue being fine-tuned and implemented.<br>➢ Continue strengthening the IVolunteer/CAAP Programme<br>➢ Implementation of Good Behaviour Policy and Anti-Bullying Policy and also focusing on the implementation of the reviewed Mobile Devices Policy. |
| | **Promotion, Prevention, and Intervention in Mental Health Issues**<br><br>➢ Update and publishing of psychosocial risk prevention plan<br>➢ Pupil prevention sessions<br>➢ Prevention sessions for parents<br>➢ Prevention session for parents on learning difficulties<br>➢ Information session on Educational Support<br>➢ Restructure psychological services with | **Promotion, Prevention, and Intervention in Mental Health Issues**<br><br>➢ Update and publishing of psychosocial risk prevention plan<br>➢ Continued programme with outside agencies (collaboration with outside agencies such as Axado, SOS Suicide)<br>➢ Sessions with pupils regarding anti-substance abuse<br>➢ Organisation of awareness |

| | | |
|---|---|---|
| | an emphasis on prevention | <ul><li>sessions for pupils and parents on the dangers of use of social media, internet, and cyberbullying.</li></ul> ➢ Restructure psychological services with an emphasis on prevention<br>➢ Digital badge award (effect on self- esteem). Wider range this year of badges and will continue next year. |
| | **Whole School Policy Development and Projects**<br>➢ Publish and disseminate Child Protection Policy<br>➢ Publish and disseminate Anti-Substance Abuse Policy<br>➢ Publish and disseminate Psychosocial Risks at Work Policy<br>➢ Set up and work on the Mental Health Policy Working Group with the aim of publishing by the end of the school year.<br>➢ Review Good Behaviour Policy | |
| Expected result(s) | ➢ Increased awareness of importance of well-being for our students and staff.<br>➢ 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.<br>➢ A more serene and respectful school community | ➢ Increased awareness of importance of well-being for our students and staff.<br>➢ 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.<br>➢ A more serene and respectful school community |
| Performance indicators | ➢ Reduced<br>➢ stress/threats/conflict/bullying.<br>➢ Visibility of the projects in school and in lessons.<br>➢ Analysis of disciplinary cases and individual follow-up actions.<br>➢ 3 meetings will be held during a school year for parents on issues related to aspects of well- being.<br>➢ Continue to maintain good level of staff satisfaction. | ➢ Reduced<br>➢ stress/threats/conflict/bullying<br>➢ Visibility of the projects in school and in lessons.<br>➢ Analysis of disciplinary cases and individual follow-up actions.<br>➢ Aim at awarding 100 students with the Digital Badge.<br>➢ Aim at 250 pupils participating in the WEX Programme<br>➢ Further encourage Student Mobility<br>➢ 3 meetings will be held during a school year for parents on issues related to aspects of well- being.<br>➢ Continue to maintain good level of staff satisfaction. |
| Reference documents | Related OSG documentation.<br>School Policies and Procedures. | Related OSG documentation.<br>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 7 | Sustainable Education |
|---|---|
| Cycle | Nursery / Primary and Secondary Cycles |
| Main steps | ☐ Re-apply for Eco Label. <br> ☐ 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.). <br> ☐ Exchange of good practices in terms of teaching resources related to Sustainability. <br> ☐ Implementation of Sustainability and Active Citizenship course (S6 and S7). <br> ☐ Publication on website of Sustainability Journal <br> ☐ Continue with Sustainability Working Group |
| Expected result(s) | ☐ Continue to increase awareness of importance of sustainability within our school community. <br> ☐ Implement concrete actions that work towards sustainability |
| Performance indicators | ☐ Following successful acquisition of Eco Label, monitoring programme of actions put in place. Successful re-application of Eco Label <br> ☐ Sustainability Coordinators continue to work on projects throughout school year. <br> ☐ Training/awareness raising programme established and completed by end of school year as targeted. <br> ☐ Series of projects implemented and evaluated. <br> ☐ 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 | ☐ Management Team <br> ☐ Pedagogical Team |

# V.   ANNEXES

| 1. | REGISTER OF PEDAGOGICAL RISKS |
|---|---|

| 2. | LIST OF DEROGATIONS 2025-2026 |
|---|---|