



# facts & figures



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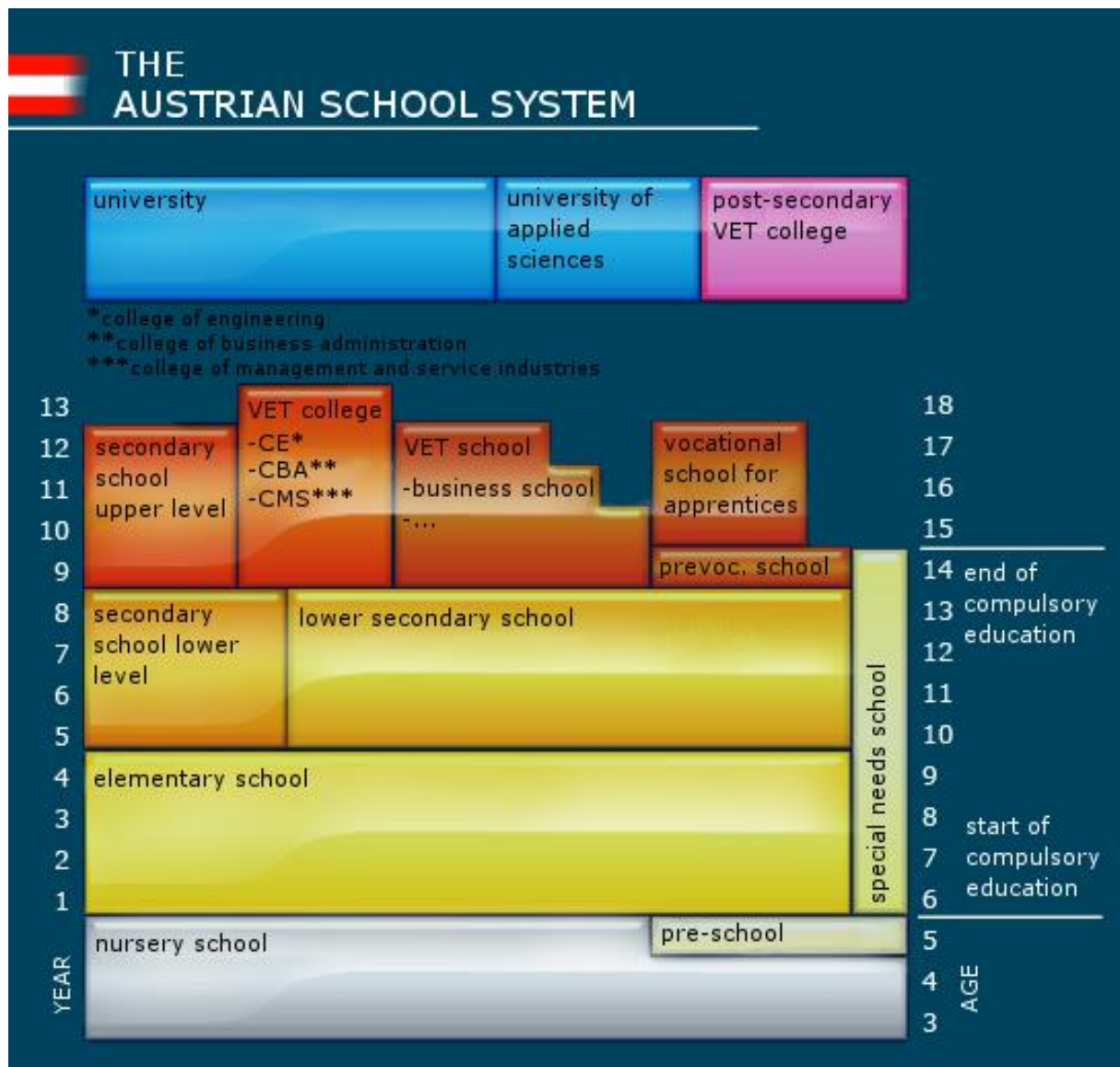


## Austria

### Organisation of school system in the country - A Simple Guide to the Austrian School System

One of the Austrian school system's core features is that "many roads lead to Rome." In other words, there are diverse ways of obtaining a Reifeprüfung/ A-level diploma or an equivalent certificate providing access to University education.

The Austrian school system is divided into three main categories; elementary, lower secondary and upper secondary education. School education starts at the age of 6 and is compulsory for nine years.







## Preschool and Elementary Education

Austrian children may start their education in nursery school (Kindergarten) from age three to six. Nursery schools in Austria are not part of the school system, but are run by the communities. Nevertheless, the last year of nursery school is compulsory.

Elementary school (Volksschule) has to be attended from ages 6 to 10.

## Lower Secondary Education

Lower secondary education, lasts from age 10 to 14. At this level, students may choose from the following options:

### General secondary (Hauptschule/Neue Mittelschule)

academic secondary (Allgemein bildende höhere Schulen – AHS).

These secondary schools exist in diverse forms, such as the Gymnasium (for languages and humanities), Realgymnasium (science-based) and Wirtschaftskundliche Realgymnasium (for home economics), etc.

### Upper Secondary Education

Upper secondary education lasts from age 14 to 18 or 19.

At this stage, education may be continued in the academic secondary schools (AHS) mentioned above and last until the age of 18. Students intending to study at university mostly choose this option.

Or, on the other hand, students may opt for VET colleges (Berufsbildende Höhere Schulen, - BHS ) which last one year longer. VET stands for vocational education and training. These colleges finish with an A-level diploma as well. Consequently, students who wish to have two options after finishing school choose this type of school: They may want to take up a job immediately, or study at university.

There are many diverse colleges offering this kind of education in Austria. Students may choose to attend e.g. a College of Business Administration (HAK), a College of Management and Service Industries (HLW), a College of Tourism (HLT) or a College of Engineering (HTL).

It should be mentioned that the Colleges of Engineering (HTLs) themselves specialize in many diverse fields, such as in architecture, machinery, mechatronics, or, in our case, informatics.

For more information consult: <http://www.htl.at/3/home/organisation-locations.html>

## Qualifications for Everyone

All the diverse streams described above lead to the the Reifeprüfung/A-level diploma, which gives access to higher education at Universities, and Universities of Applied Science (Fachhochschulen), or to post-secondary VET colleges.

For students who are not so academically minded, there is the possibility to attend a VET school (Fachschule) or, on the other hand, to take up an apprenticeship. Austrian apprentices have to attend a vocational school while simultaneously training on the job in companies. This method has been called the dual system and is said to be fairly effective.



Students who have successfully completed a VET school or an apprenticeship are able to pass an examination to get access to higher education at Universities or Universities of Applied Science (Fachhochschulen). This exam is called the Secondary Technical and Vocational Certificate (Berufsmaturität).

For example, students at our school, the HTL Perg, who want to stop attending our first department, the College of Software Engineering, can be redirected into our second department, the VET school of IT, or they can leave our school to start an apprenticeship. In any case, they have not missed any opportunity to get the admittance to university.

#### Future Development

Currently several innovations are due to be introduced in Austria to support upper secondary students at all stages of their schooling. Here is an outlook into the future:

Firstly, from the school year 2015/16 onwards the A-Level exams are going to be standardized.

Secondly, in two years' time, all subjects will have to be taught and assessed in the form of a course system (Modulare Oberstufe): From then on, if a student fails at one or several courses (s)he will no longer need to repeat the whole school year. (S)he will, however, have to redo the exam of the respective course. To help in the preparation for these exams, specially trained teachers (Lernbegleiter) can coach the students.

Finally, on January 26<sup>th</sup> 2016, the Austrian Ministry of Social Affairs announced that education and training is going to be compulsory for early school leavers until they have reached the age of 18. This measure is due to start in July of this year.

#### How are schools organised (what are or are not their responsibility)

##### Principal:

On the Top of a school stands the principal, who is responsible that "school organization is up and run for the whole school year", that means:

curriculum of the school (some school specific adaption are possible)

staffing the subjects with teachers

staff:

allowed to define the requirement of new staff and is allowed to suggest new teachers, but the definite selection is done by government

is not allowed to fire a teacher

##### Administration:

is done by the principal with an administrator (few to 20 hours for this job)

yearly timetable

substitutes

##### Accounting & secretary

administrative tasks in accounting and for student matters

SQPM (School Quality Process Manager)





responsible for planning and reporting quality processes

Bildungsberater (consultant of education)

supports poor performing students in working out strategies to become better or find their best fitting school type

Form teacher

first contact person for the students in the class, for parents and class teachers  
responsible for all administrative tasks in the class

Teacher

teaching their subjects according to the official syllabus  
voluntary work in school (marketing activities, ..)

*List of services not directly linked to education (e.g. providing food): who is responsible for it?*

<i>Service</i>	<i>Available?</i>	<i>Responsibility</i>
Providing food	NO	students, parents
Transport between home and school	YES	government
After school activities	Depends on school-type; some yes, some not	

[What are schools allowed \(not allowed\) to do \(hiring staff, decide wages for staff etc.\)](#)

Schools are allowed:  
changing the curriculum a little bit  
deciding who is teaching which subjects and how many lessons (depending on the teacher's specialisation)

Schools are not allowed:  
hiring staff  
decide wages for staff

[How is the grading system working?](#)

Grades from 1 (excellent) to 5 (poor/failed)

[What are the requirements / conditions for the students, to move up a school year?](#)

Current graduation system: Students have to pass all subjects with a grade of 4 (passed).  
With three or more failed subjects, students have to repeat the school year in the same grade. With one or two failed subjects, students have one or two resits and have to pass them.

Future graduation system (course system): see description under section Future Development.



How are schools funded? (depending on number of students? ..)

Schools are funded by the government, depending on the number of students and number of classes.

Additionally, the amount of funds depends on the type of school (vocational school, etc.).

How is the way to university (third level education) organized?

See figure at the beginning

### Organisation of our school:

#### A Description of our School

##### The College of Software Engineering (Höhere)

...lasts for 5 years and provides the students with:

General education leading to a Matura / A-Level degree that grants admission to University and Universities of Applied Science (Fachhochschulen)

A theoretical background and comprehensive practical training in the field of informatics, software engineering and business organisation

The students acquire a sound knowledge of software engineering, database systems, network structures, the planning and handling of projects (especially in software development), accounting and business organisation.

Practical experience is gained through participation in various internal and external projects with different companies which also have to be documented in the form of a diploma thesis.

To apply their programming and technical skills, students also have to do mandatory work placements of at least eight weeks in different companies.

The students are trained to be, for example, software engineers, project engineers, systems analysts, database and web designers, IT managers etc.

##### The VET School of IT (Fachschule)

...lasts for 3.5 years and provides the students with:

general education leading to a final exam which is acknowledged as an equivalent to an apprenticeship

a theoretical background and comprehensive practical training in the field of hardware, network technology, electronics and media technology

Apart from general education and theoretical input, there is a great focus on practical training in electronics workshops and computer labs. Students also deal with measurement control and regulation technology, operational use of data processing and basics of business organisation and accounting.



In their final year, they have to do a 15-week work placement in the IT departments of a company.

The students are trained to be IT technicians, systems administrators, network and service technicians, etc.

Following statistic data are from February 2016:

Kind of school	College of Software Engineering and VET School of IT					
Number of departments	Two (see kind of school)					
Age of the students	14 - 19					
Number of classes	14					
number of teachers	Full time:	25		Part time:	10	
Number of pupils:	All	315	Male	298	Female	17
Distribution of grade-point-average		n/a		n/a		n/a
Pupils with migration background	34	Distribution of grade-point-average		n/a		
Pupils with ethnic background	34	Distribution of grade-point-average		n/a		
number of supporting persons	1	Which functions?		Bildungsberater (Consultant for education)		
number of external supporters	1	Which functions?		--		
Parents' evenings	<p>How organized (for the whole school, for one class, individual, ..)</p> <p>for the 1<sup>st</sup> classes – organized by school:            1<sup>st</sup> parents' evening organized by school in the first month after school start            a parent consultation day</p> <p>for whole school – organized by school:            a parent consultation day</p> <p>individual – organized by form teachers:            parents' evenings</p>					
quality management in school	<p>How is it organized? Evaluation of teaching methods?            Evaluation of learning progress of students? ...</p> <p>QIBB – Quality assurance initiative of the government:            evaluation methods for feedback students → teachers,            teachers → administration, teachers → principal            Focus of quality changes, sometimes focus on drop-out-evaluation, etc.</p> <p>Learning progress of students is not a part of these evaluation methods.</p>					



	SQPM (School Quality Process Manager) – is responsible for planning evaluation methods and processing it.	
List of responsibilities	<b>Responsibility</b>	<b>Who</b>
	recording and analysis of absenteeism	form teacher
	timetable	administrator in combination with the principal
organisation of timetable (free period, blocked subjects, ..)	school from 8:00 am until latest 5:00 pm individual for all classes earliest end of a school day: 12:35 (after 5 lessons) practical subjects normally blocked (two lessons up to 8 lessons); other lessons blocked on demand of the teacher (e.g. German lessons blocked)	

### International projects

number of current international projects	2
number of completed international projects	5
number of teachers involved in the projects	approximately 20
number of international partners	8
number of IPM students (IPM = individual pupil mobility)	9



## Curricula per year

### College for Software Engineering

Subjects	Hours per week and year					Summary
	I.	II.	III.	IV.	V.	
Religion	2	2	2	2	2	10
German	3	2	2	2	2	11
English	2	2	2	2	2	10
History, Geography and Civics	2	2	2	2	-	8
Applied Mathematics	4	3	3	2	2	14
Science	3	3	2	2	-	10
Technical Informatics	3	2	2	-	-	10
Programming and Software Engineering	5	8	5	5	4	27
Database Design and Administration	2	1	4	3	4	14
Networks and Distributed Systems	-	2	3	4	4	13
Business Studies and Accounting	4	4	4	4	3	19
Project Engineering	-	-	3	6	8	17
Physical Education	2	2	2	2	-	8
Personal Development	1	1	-	-	-	2
Total hours per week	33	34	36	36	31	170

In the following section, the curriculum for the College for Software Engineering is characterised:

#### [number of subjects](#)

Over the 5 years, 14 different subjects are taught.

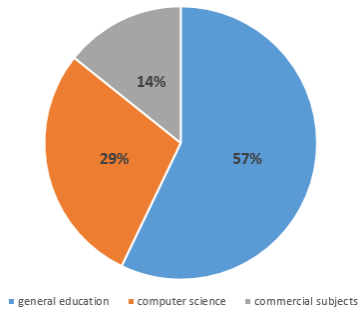
The students can choose additional qualifications and voluntary subjects year by year:

Cambridge Business English  
 Computer-aided graphic design  
 ECDL  
 Mobile Computing  
 Parcour and Free running



Peer Mediation  
Server Technologies  
Talent support course

*kind of subjects*



*number of lessons per subject*  
*number of competences (modules) per subject*  
*see curriculum above*

*anchoring social skills (self-assurance, self-confidence, ...)*  
*own subject?*  
*anchored in all/some subjects*

In the 1<sup>st</sup> and 2<sup>nd</sup> class, the subject Personal Development is taught. The topics in this subject are varied:  
class community  
learn how to learn  
communication  
time management  
presentation  
moderation  
conflict-management

In all other subjects, some topics of social and personal skills like presentation or time management are also taught. Some teachers use various methods of learning, for example open learning or teamwork.

*anchoring business soft skills (presentation, moderation, conflict-management)*  
*own subject*  
*anchored in all/some subjects*

Business soft skills are taught in the subject Personal Development. In Project Engineering, where students perform a project, these skills have to be applied. Some projects require the students to work with external companies. At the end of the school year, the students present their projects in front of a larger audience at an event located in our school. In some subjects, the students must prepare a presentation on various topics and afterwards the topic must be presented in front of the class. Especially in German and





English, the teachers focus on oral presentations, so they can prepare the students for the final exam.

*anchoring ICT skills (using basic software tools)*

*own subject*

*anchored in all/some subjects*

*ECDL?*

The focus of the Higher Technical College is Software Engineering. During the five years of education, the students learn many programming languages. The aims are:

development of the ability to analyse problems

definition of ways to solve problems

realisation in a specific programming language

test of the developed solution

use in different system environments

development of suitable user interfaces

In the 1<sup>st</sup> class, in the subject Database and Design Administration, the students learn the basics of office software, especially Microsoft Word, Excel and PowerPoint as well as some topics from the ECDL. There is also an additional voluntary subject named "ECDL", where the students learn about using databases (Microsoft Access), IT security and they are prepared for the ECDL examination.

Some students are very motivated and complete some ECDL advanced modules by the end of the school year.

#### VET School of IT

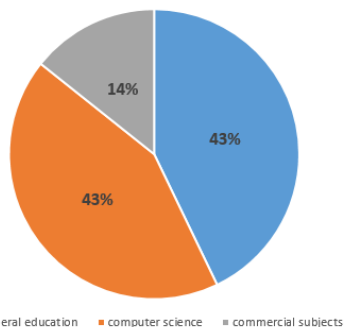
Subjects	Hours per week and year				Summary
	I.	II.	III.	IV.	
Religion	2	2	2	2	8
German	3	3	2	1	9
English	2	2	2	-	6
History and Civics	1	-	-	-	1
Geography and Economics	1	-	-	-	1
Physical Education	2	2	2	-	6
Applied Mathematics	2	2	2	-	6
Natural Foundations and Physics	2	2	-	-	4
Economy and Law	-	-	2	-	2



Industrial Technology	-	1	1	3	5
Accounting	-	2	3	-	5
Basics of IT	2	2	-	-	4
Application of Standard Software	2	2	-	-	4
Media Technology	2	2	2	1	7
Operating Systems	2	2	-	-	4
Telecommunications	-	-	3	1	4
Network Technology	-	2	4	1	7
Measurement Control and Regulation Technology	-	2	3	-	5
Operational Use of Data Processing	3	3	5	2	13
Workshop Laboratory	8	4	-	-	12
IT Placement	-	-	-	23	23
Personal Development	1	-	-	-	1
Total hours per week	35	35	33	34	137

In the following section, the curriculum for the VET School of IT is characterised:

<i>number of subjects</i>
Over the 3 ½ years, 21 different subjects are taught. The students can choose additional qualifications and voluntary subjects year by year:
ECDL Parcour and Free running Peer Mediation Server Technologies
<i>kind of subjects</i>



*number of lessons per subject*  
*number of competences (modules) per subject*  
see curriculum above

*anchoring social skills (self-assurance, self-confidence, ...)*  
*own subject?*  
*anchored in all/some subjects*

Starting this school year in the 1<sup>st</sup> class, the students are taught Personal Development. The topics in this subject are:  
class community  
learn how to learn  
communication  
time management

*anchoring business soft skills (presentation, moderation, conflict-management)*  
*own subject*  
*anchored in all/some subjects*

In all subjects, some topics of social and personal skills like presentation and time management are also taught. Conflict management has to be applied in the practical subjects.

Some teachers use various methods of learning, for example open learning, teamwork. The German and English teachers focus on oral presentations, so they can prepare the students for the work life.

*anchoring ICT skills (using basic software tools)*  
*own subject*  
*anchored in all/some subjects*  
*ECDL?*

In the subjects Application of Standard Software and Operational Use of Data Processing the basics of Microsoft Word, Excel, Access and PowerPoint are taught. The students also learn about IT security and internet technology and they are prepared for the ECDL examination. They are expected to successfully complete the seven modules from the ECDL until the end of the 1<sup>st</sup> class.



In the 2<sup>nd</sup> class, the students are taught advanced features of Microsoft Word, Excel and PowerPoint. At the end of the school year, many students take the ECDL Advanced examination by choice.

In Media Technology the students learn about web design (for example HTML, CSS and PHP), image and video editing.

From the 2<sup>nd</sup> class the students are taught in Network Technology. In this subject they learn about theoretical concepts and use this knowledge to build networks.

In the subject Operating Systems, the students deal with operating system tasks, architecture, command languages and user administration.

The students learn the structure and application of telecommunication equipment. They get know-how about bonding of telecommunication in companies and solve technical problems.

The students learn the basics of electrical measurement, characteristics, functions and applications of analog and digital components. They can develop and build simple electronic circuits, repair and operate different electrical equipment. They know important technical standards and rules.

## Early School Leaving

Definition: Early school leaving in Europe

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than two years.

Early school leaving can take several forms. It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.

Source: [http://europa.eu/rapid/press-release MEMO-11-52\\_en.htm?locale=en](http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en)  
from 04.11.2015

Early-School-Leaver-Rate of the country and if possible similar schools  
(→ ministry of education?)



## Early-School-Leaver -Rate of school

Overview DropOut Rate 2009-2014						
	1. Jg (1A, 1B, 1AIFD)	2. Jg (2A, 2B, 2AFID)	3. Jg (3A, 3B, 3AFID)	4. Jg (4A, 4B, 4AFID)	5. Jg (5A, 5B)	
<b>2009/2010</b>						SUMME
Gesamt	87	84	75	52	32	330
Ausgesch.	11	8	4	1	0	24
	12,6	9,5	5,3	1,9	0,0	7,3
<b>2010/2011</b>						
Gesamt	95	66	81	60	48	350
Ausgesch.	16	4	1	1	0	22
	16,8	6,1	1,2	1,7	0,0	6,3
<b>2011/2012</b>						
Gesamt	68	72	59	82	38	319
Ausgesch.	11	7	3	0	1	22
	16,2	9,7	5,1	0,0	2,6	6,9
<b>2012/2013</b>						
Gesamt	101	66	56	59	56	338
Ausgesch.	15	12	1	2	0	30
	14,9	18,2	1,8	3,4	0,0	8,9
<b>2013/2014</b>	Stand: 04.04.2014					
Gesamt	98	70	50	56	45	319
Ausgesch.	3	4	0	0	0	7
	3,1	5,7	0,0	0,0	0,0	2,2

Each information should gathered for each department five years back

	2011	2012	2013	2014	2015
number of pupils leaving the school per level (statistic 1_lessons_missed)	21	22	35	29	35
number of lessons missed (statistic 1_lessons_missed)	130	112	95	99	124
after doubling (statistic 2_leaving_doubling)	12	16	34	23	24
without doubling (statistic 2_leaving_doubling)	9	6	1	6	11
number of pupils doubling a class (statistic 3_...)	27	122	33	42	43
number of negative marks per pupils	3.5	3.5	3.3	3.7	3.8



leaving school (statistic 4 ...)										
distribution of the pupils to different ethnic groups (migration-background, ...) (statistic 5_...)	Mig 3	19	Mig 3	19	Mig 6	30	Mig 8	22	Mig 9	26
distribution of grade-point-average from former schools of the pupils who leave/double	n/a		n/a		n/a		n/a		n/a	

Details see document AUSTRIA\_SMILE\_School\_Leaving\_statistic.xlsm

### Parent working (per school year)

number of information evenings	Usually, there is one evening for the parents of the first graders to give them some basic information. Besides that, there is one evening per year for all parents where they can get information about their kid's performance. If there is a demand, the form teacher can organise additional information evenings in any form.	
	average of parents participation at information evenings	~ 70%
	participation of parents grouped by ethnic groups (if possible)	migrants: less than 25%
number of individual advice meetings for parents/students overall	strongly depends on the teacher ~ 27 on average	
number of written parent information	If a student is likely to fail in on subject, the parents must be informed beforehand.	

### Sanctioning

What kind of sanctioning in school? (e.g. inhouse-suspension, stickers (red/)); extra time in school; ..)	depends on teacher sanctions used include: talk to the student
---	--





	extra work (homework, preparing presentation, ...) detention exam removal from class talk to parents
Who is sanctioning in school?	the teacher concerned
Is sanctioning good/bad/helpful? → Experiences	About 60% of the teachers use sanctions; most of them consider sanctions useful. The majority of the teachers that do not use sanctions do not think they are helpful.
What sanctioning is effective?	Talking to the student and giving some extra work best. Students then obey the rules for some time. Some teachers consider talking to the parents more effective.

### Weak/poorly performing students

How do you detect these students? (systematic/by chance?/by school records – primary school)

<p>Two systematic procedures:          during the in the first school year (after approximately three weeks) at our school a diagnostic check is done in the main subjects German, English and Mathematics          by school records:          for the 1<sup>st</sup> and 2<sup>nd</sup> class: an interim certificate (not an official certificate) is given to the students after 2 ½ months          for all students: at the end of the first term, all students get a term certificate</p> <p>By chance:          talking to other teachers          on demand: class conference to discuss the performance of the students</p>
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### Support available / next steps?

<p>Next steps in detecting weakly performing students are:          setting up remedial teachings after detecting more weakly students in one subject          individual “parents – pupil – teacher” – meetings</p> <p>Setting up a program, called “success program” (Erfolgsprogramm):          support for students for organising / planning / controlling their tasks (exercises, .)</p>
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Meeting with our education consultants

When do you detect poorly performing students?

subjectively within the first weeks by the behaviour of the pupil  
objectively at the beginning of December in form of the interim certificate and at the end of the first term

Prevention

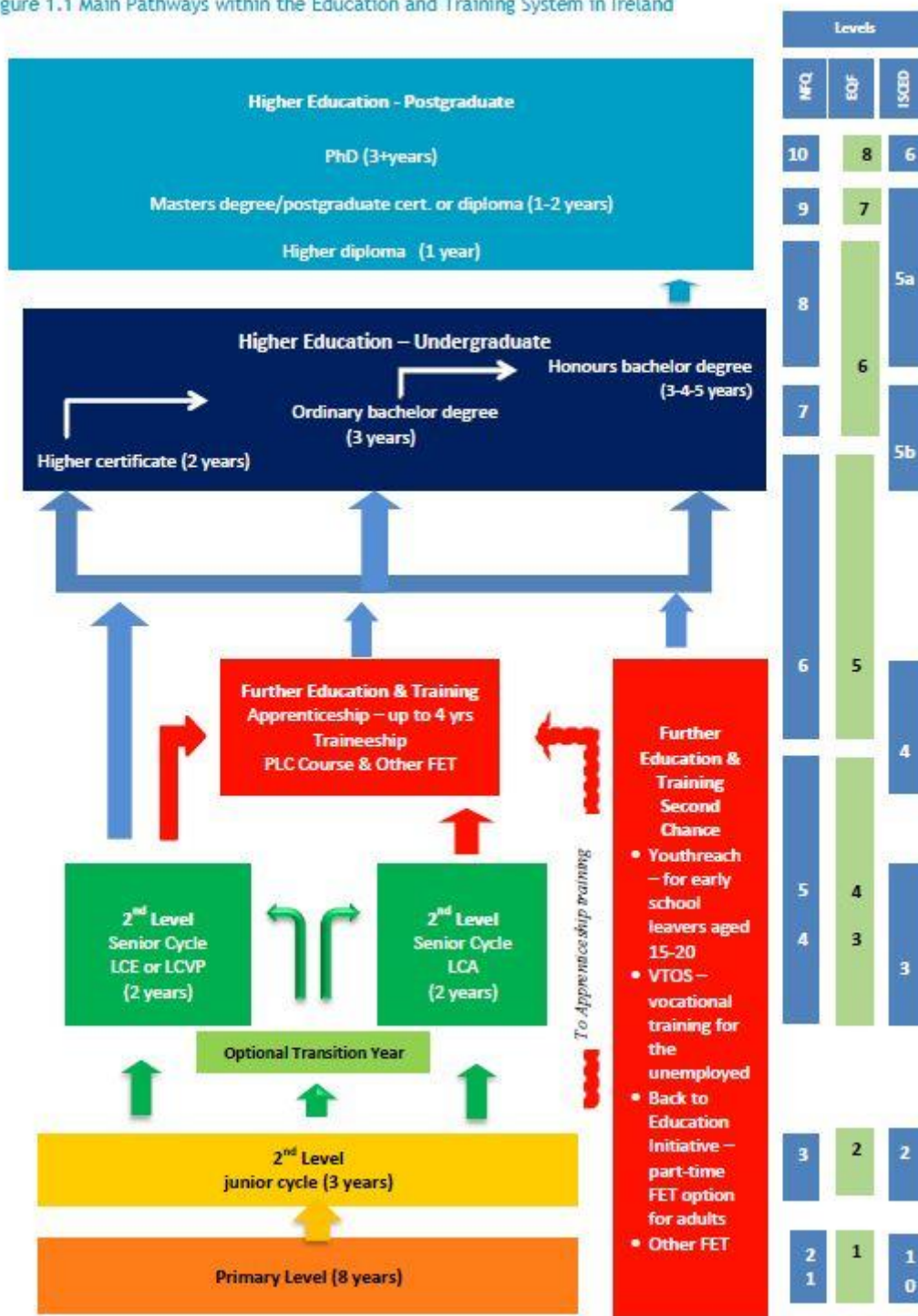
see special questionnaire



# Ireland

## Organisation of school system in the Ireland – A simple guide:

Figure 1.1 Main Pathways within the Education and Training System in Ireland



In Ireland that school system is broken into 3 main sections – Primary education, Secondary education and college/university. Before the state school system parents have the option of sending their children to Pre-school. This can be one of two years from the age of three. It is provided within the community but the government will provide the payment for each child to attend for one year if the parents wish to send them.



### Primary education:

In Ireland Primary education can begin at 4 years old but can be held off by the parents' choice till 5 or 6 depending on the birth month. Although it is typical for parents to send their child to school at 4 or 5. Students stay in primary school for 8 years. The first two years are called Junior Infants and Senior Infants respectively. Then the school years are called 1<sup>st</sup> class, 2<sup>nd</sup> class etc.

At primary school level – schools can be religious or non-denominational, at the moment they are 50/50 with the non-denominational sector continuing to grow. Students attending the religious schools make Holy Communion in 2<sup>nd</sup> class and Confirmation in 6<sup>th</sup> class.

### Secondary Education:

The secondary system is broken into three stages. Junior Cycle 1<sup>st</sup> – 3<sup>rd</sup> year, where students are typically aged 12-15. Students take between 9-11 subjects at this stage and sit an exam at the end of the three years called the Junior Certificate. Once a student has completed this exam and is 16 years old they have completed compulsory education.

Following this exam, some schools have a 4<sup>th</sup> year – called a transition year. This is typically when students are between 15-16. It is a year that still has some traditional subjects but students are able to take up additional subjects and focus less on academic subjects and more on personal development. The transition year programme differs in each school but typically it allows students to take part in drama, outdoor pursuits, music, international studies etc.

Most students continue on to Senior Cycle 5<sup>th</sup> – 6<sup>th</sup> year. Here students have an option of three courses to take: Traditional Leaving Certificate which is 7-8 subjects largely in the humanities and sciences, Leaving Certificate Vocational programme (LCVP) which is similar to the leaving Cert but has a larger focus on the business world, and the final one is Leaving Certificate Applied (LCA) this is a different programme and is aimed at students who may not be as academically capable and who may strive more in a continuous assessment environment. Students taking the Traditional Leaving Cert and LCVP sit an exam at the end of the two years and Students results from the leaving certificate exam are turned into points e.g. A1=100 points. Students taking LCA also sit an exam but these exams might only account for 40% of their final grade. These students cannot go directly to university but must go via a Post Leaving Cert Course.

### Higher Education:

Students can go directly to University or Institutes of Technology through this points system for example – Nursing may require 380 points, so in order to access this course you need to have achieved those points or greater in your leaving certificate.

For students who do not wish to go to University or do not gain the points there are other methods. Students can attend a post leaving cert course which can qualify them for a number of vocational occupations but can also give them access to University.



**How are schools organised (what are or are not their responsibility)**

We are responsible for the provision of education as set out by the department of education. We are also required to link in with and work with outside agencies like the Health Service, Special Educational Needs Office, The National Educational Welfare Board.

*List of services not directly linked to education (e.g. providing food): who is responsible for it?*

Service	Available?	Responsibility
Providing food	yes	Parents and some schools – schools can apply for grants
Transport between home and school	yes	Department of Transport
After school activities	yes	Almost all schools provide them but it is not a requirement

**What are schools allowed (not allowed) to do (hiring staff, decide wages for staff etc.)**

Schools are allowed:  
 Hire Staff  
 Assign classes and subjects to a teacher once qualified.

Schools are not allowed:  
 Decide wages for staff  
 Change the curriculum in anyway

**How is the grading system working?**

Our current system is depicted on the left- however as of next year it will be the system on the right

The H and O on the right refer to Higher and Ordinary levels which students can study at.

Existing (14-point) Scale	% Awarded	New Scale	% Awarded
A1	90-100	H1 / O1	90-100
A2	85<90	H2 / O2	80<90
B1	80<85		
B2	75<80	H3 / O3	70<80
B3	70<75		
C1	65<70	H4 / O4	60<70
C2	60<65		
C3	55<65	H5 / O5	50<60
D1	50<55		
D2	45<50	H6 / O6	40<50
D3	40<45		
E	25<40	H7 / O7	30<40
F	10<25	H8 / O8	0<30

**What are the requirements / conditions for the students, to move up a school year?**

There are no requirements for students to pass on to the next year of school – they do not have to pass exams etc. For students to repeat a year at secondary school would have to be at the request of the student or their parents.



**How are schools funded? (depending on number of students? ..)**

They are funded 100% by the State (unless private or semi-private). Funding is given on a per capita basis. If you are a DEIS school (disadvantaged) you may receive some extra funding

**How is the way to university (third level education) organized?**

Students sit the Leaving Certificate examination as mentioned earlier – The grade achieved in each exam is attributed a figure as shown below – students add up there best six results to give them their points. Each course at university level has a points quota – students must meet this to access the course.

Higher		Ordinary	
Grade	Points	Grade	Points
H1	100		
H2	88		
H3	77		
H4	66		
H5	56	O1	56
H6	46	O2	46
H7	37	O3	37
H8	0	O4	28
		O5	20
		O6	12
		O7	0
		O8	0

**Organisation of our school:**

Kind of school	Voluntary public secondary school				
Number of departments	15 subject departments				
Age of the students	12-18				
Number of classes	8/9 per day @40 minutes each Students have 41 classes per week Teachers have 33 classes per week plus an additional 5 on 'alert' to cover for colleagues who may be ill or on a school trip.				
number of teachers	Fulltime:	26	Part-time:	10	
Number of pupils:	All		Male		Female
Distribution of grade-point-average	N/A				385
Pupils with migration background	<5%	Distribution of grade-point-average		N/A (we do not use grade point average)	





Pupils with ethnic background		Distribution of grade-point-average	
number of supporting persons	11	Which functions?	6 Special Needs Assistants – to help students with Special Needs 2 NBSS workers – to work with students with behaviour difficulties 3 School completion workers – who work with students at risk of dropping out.
number of external supporters	8	Which functions?	Various functions ranging from assisting students in transition to third level, providing extra tuition, providing extra activities, providing counselling and family services.
Parent evenings	How organized (for the whole school, for one class, individual, ..) They are organised by year groups – 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> years have one PT meeting per year while 3 <sup>rd</sup> and 6 <sup>th</sup> years have two PT meetings per year – One early in the year and one after they have sat their ‘mock’ examinations.		
quality management in school	How is it organized? Evaluation of teaching methods? Evaluation of learning progress of students? ... Teachers are expected to carry out evaluations within their own classrooms – most do it using surveys or include it within exams. A popular methodology at the moment is Assessment for learning which involves the teacher doing informal assessment of students in every class through a variety of methodologies – its aim is to evaluate the learning progress and also to give the teacher feedback on methodologies. The Department of Education recently introduced ‘school self evaluation’ (SSE) – this gets schools to set targets and carry out evaluations themselves on areas for school improvement like literacy, numeracy, afl etc. The reports on these evaluations are sent to the department. External Inspectors from the Department may also evaluate the school – they come in three categories – drop in – where they do a quick stop by to inspect teaching and learning, a department inspection for example inspecting the Spanish department or a Whole School Evaluation where they will spend a couple of days inspecting all aspects of school life.		



List of responsibilities	<b>Responsibility</b>	<b>Who</b>
	Management of each subject department	Department head
	Pastoral care of each class	Class tutor – each class has one head teacher
	Discipline	1st – class teacher, 2nd - year head, 3rd- Vice Principal
	Absenteeism	School Completion officers and externally NEWB (national educational welfare board)
	Assessment	Departments. State Examinations Commission for 3rd and 6th years.
organisation of timetable (free period, blocked subjects, ..)	<p>Timetabling is the responsibility of the Vice-Principal. Students have a complete timetable with no gaps – each class is 40 minutes long. The day is organised as so: 3 classes – Tutor meeting- 12 min break – 2 classes- 40 min lunch –3 classes. More practical subjects like science, home economics, physical education are often given double periods of 80 minutes.</p>	

### International projects

number of current international projects	1
number of completed international projects	10
number of teachers involved in the projects	7-8
number of international partners	Current group
number of individual pupil mobilities	4

### Curricula per year

The Curriculum in our school – The subject on the left and then the number of 40 minute periods per week on the right. The subjects in red are what are called option subjects – students choose 2 to study at Junior Cycle and 3 to study at senior cycle.

Subject	1 <sup>st</sup> – 3 <sup>rd</sup> year	Subject	4 <sup>th</sup> year	Subject	5 <sup>th</sup> -6 <sup>th</sup> year
English	5	English	4	English	5
Irish	5	Irish	4	Irish	5
maths	5	Maths	4	Maths	5
Spanish/French	4	Spanish/French	4	Spanish/French	5



History	3	History	4	History	5
Geography	3	Geography	4	Geography	5
Religion	3	Religion	3	Religion/LCVP	5
CSPE (civic, social, political education)	1	IT	2	Home Ec	5
SPHE (social, physical, health education)	1	Home Ec	4	Art and Design	5
Physical Education	2	Art and Design	4	Business Studies	5
IT	1	Business Studies	4	Biology	5
Home economics	3	Biology	4	Chemistry	5
Science	3	Chemistry	4	Accounting	5
Business	3	Accounting	4	Music	5
Art and design	3	Music	4		
Music	3	Modules (see below)	2		

*number of subjects*

In total 18 core subjects are taught.

4<sup>th</sup> year modules: In 4<sup>th</sup> year some smaller subjects known as modules are taught. Students get to study these for two 40 minute periods for 10 weeks. These range from academic to personal development subjects such as Leisure, Mindfulness, Chinese, Radio, Beauty, Personal Development, Holocaust studies, NFTE (entrepreneurship) etc.

5<sup>th</sup> and 6<sup>th</sup> year: the subjects listed above are for the traditional exam course. There is an alternative called Leaving Certificate Applied (LCA) this is for students who may not be as academic as others and who may find the traditional exam difficult. This course has lots of continuous assessment and includes subjects as Maths, communication, world of work, social development, childcare etc.

*kind of subjects*

Our school is a traditional voluntary school and so the subjects are academic and center largely around the humanities while some science subjects are also studied.

*number of lessons per subject*

See the table above

*anchoring social skills (self-assurance, self-confidence, ...)*

*own subject?*

*anchored in all/some subjects*

At Junior cycle social skills are anchored into many of our methodologies but mainly taught within SPHE. In 4<sup>th</sup> year it is taught in many of the modules such as mindfulness and personal development.

*anchoring business soft skills (presentation, moderation, conflict-management)*

*own subject*

*anchored in all/some subjects*



Business soft skills are integrated into many of our subjects through different methodologies. They are particularly anchored in the business subjects. In 4<sup>th</sup> year they are particularly taught in NFTE (the entrepreneur based subject).

*anchoring ICT skills (using basic software tools)*

*own subject*

*anchored in all/some subjects*

*ECDL?*

IT is a subject of its own but only taught once per week to students at junior cycle and twice a week in 4<sup>th</sup> year. It is very basic IT skills, most subject do use the computer lab also within their teaching. ECDL is not offered in our school.

## Early School Leaving

Definition: Early school leaving in Europe

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years<sup>2</sup>.

Early school leaving can take several forms. It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.

Source: [http://europa.eu/rapid/press-release MEMO-11-52\\_en.htm?locale=en](http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en)  
from 04.11.2015

## Early-School-Leaver-Rate of the country and if possible similar schools

According to a report in our national newspaper 'The Irish Times' – they published that the retention rate of students sitting the final Leaving Cert Exam is 90.6% - leading us to conclude the drop out rate is 9.4%. This number refers to students who do not sit the final exam in 6<sup>th</sup> year but it is important to note that this is not the end of compulsory education, that is two years previous.

## Early-School-Leaver -Rate of school

Each information should gathered for each department five years back

	2011	2012	2013	2014	2015
number of pupils leaving the school per level	3	8	3	3	



number of pupils doubling a class	Not possible in Ireland	n/a	n/a	n/a	n/a
number of negative marks per pupils leaving school	??				
distribution of gender of the pupils who leave/double	All Female	All Female	All Female	All Female	All Female
distribution of the pupils to different ethnic groups (migration-background, ...)	3	4	3	2	
distribution of grade-point-average from former schools of the pupils who leave/double	N/A	n/a	n/a	n/a	n/a

#### Parent working (per school year)

number of information evenings	2 parents information evenings per year group.	
	average of parents participation at information evenings	
	participation of parents grouped by ethnic groups (if possible)	
number of individual advice meetings for parents/students overall	Twice a year for exam years (3 <sup>rd</sup> and 6 <sup>th</sup> ) Once a year for other years	
number of written parent information	4	

#### Sanctioning

What kind of sanctioning in school? (e.g. inhouse-suspension, stickers (red/)); extra time in school; ..)	Small incidents are dealt with by the teacher usually with a negative comment in the journal, the students online credit system and perhaps a phone call home.
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	<p>More serious incidents are referred to the year head who will decide on an appropriate action.</p> <p>In the most serious cases, students are referred to the deputy principal who can give students in house suspension or suspension.</p> <p>Detention in our school is given for poor punctuality – being late for school on two occasions means you have to stay back after school for 40 minutes on one day.</p>
Who is sanctioning in school?	It begins with the class teacher, then the class tutor (form teachers), year head, deputy principal.
Is sanctioning good/bad/helpful? → Experiences	It depends on the action. We prefer to promote positive behaviour like the credit system mentioned above and that is why detention is only for punctuality. In house suspension is only in more serious cases and at least in this case students are still in school, still learning and not being excluded.
What sanctioning is effective?	As above, it is difficult to say. We prefer to promote good behaviour but in some cases sanctioning is not avoidable.

### Weak/poorly performing students

How do you detect these students? (systematic/by chance?/by school records – primary school)

<p>Systematic:</p> <p>Students sit entrance exams before they begin our school to let us gauge where they are. We meet with their primary school teachers before they come to our school.</p> <p>Literacy and numeracy assessments – state reading tests etc.</p> <p>Future/focus forms</p> <p>Education transfer programme.</p> <p>JCSP profile meetings twice per year.</p> <p>Informal:</p> <p>Class teachers refer any concerns for students to the students Tutor.</p> <p>Class tutors meet with the year head a couple of times per term to discuss any concerns.</p> <p>Students exam results are analysed at these meetings.</p>
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### Support available / next steps?

NBSS (national behaviour support service) offer workshops and one to one support to students.

Learning support classes

Check and connect – students are paired up with a staff member who acts as their mentor.

Junior Cert Support Classes – students who are finding the workload difficult can drop a subject on two and receive additional support for other subjects in that time.

Outside businesses offer mentoring and grinds (Allianz, DPS and UCD)

JCSP – Junior Cert Schools Programme – this is a programme which allows students to see the curriculum broken into smaller more achievable chunks and they get rewards when they achieve them.

### When do you detect poorly performing students?

From primary school – their primary school reports and meeting with their teacher.

From the Education transfer programme.

Educational and physiological reports

Exam results

Teacher reports

Student self-evaluation

Homework initiative

JCSP Profiling

### Prevention

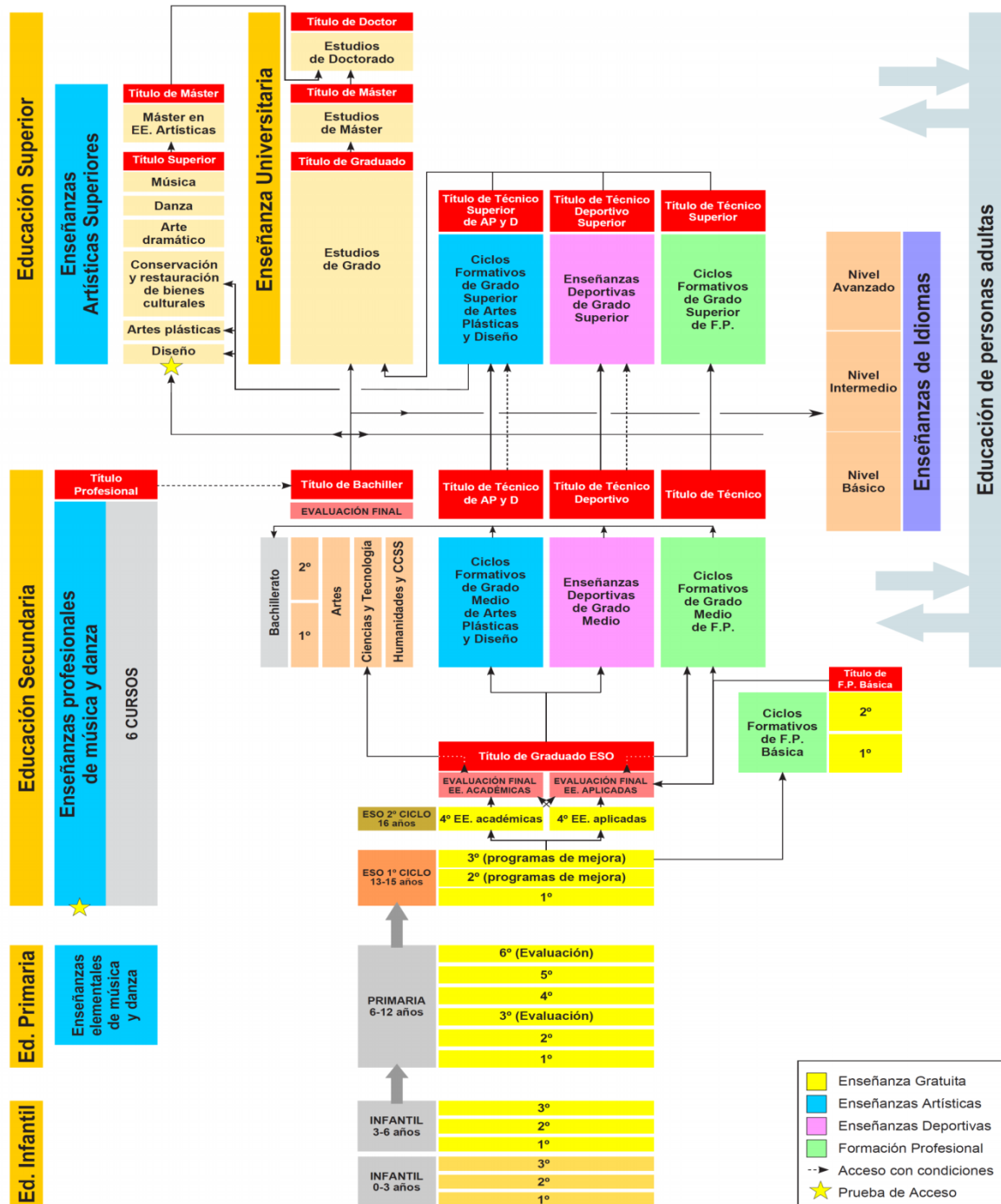


Spain

Organisation of school system in the country:

# Organigrama del Sistema Educativo Español

## SISTEMA EDUCATIVO L.O.M.C.E.







Compulsory education begins in Primary School. However, more than 90% of Spanish children begin to school when they are three. From three to six they do preschool early education, which is offered in Primary Schools.

Primary School is a free and compulsory education stage which consists of six academic courses. It is usually performed between 6 and 12 years old.

The Compulsory Secondary Education (ESO) is a free and compulsory education stage to complete basic education. It consists of four academic courses which are usually performed between 12 and 16 years old. However, students have the right to remain in ordinary regime pursuing basic education to eighteen years of age, completed in the same year the course is finished. The ESO certificate is a basic requirement for most jobs in Spain.

After completing the four years of ESO, pupils who have achieved the set standards are awarded a 'graduate of secondary education' certificate enabling them to study Bachillerato (Baccalaureate) or specialised vocational training.

"Bachillerato" is a two year course of study for students aged 16-18 who intend to apply to university or to higher vocational training at age 18. It is comprised of a core curriculum and organized in three tracks that students may choose from: „Arts“, „Science and Technology“ and „Humanities and Social Sciences“. Those who satisfactorily complete the baccalaureate in any of its tracks will receive the Bachiller certificate, which enables them to study a university degree or higher vocational training. Depending on the track, students may be limited in what field they can study at university.



## How are schools organised (what are or are not their responsibility)

Schooling in Spain is state funded and is compulsory between the ages of six and sixteen. Although non-university education in state-funded schools is free in Spain, parents must pay for books, materials, and sometimes uniforms for their children. Once the required schooling is finished, a student can then opt to continue on to Bachillerato (baccalaureate) or move on to a vocational school. Only those who finish Bachillerato or higher vocational training can be admitted to a university.

There are different types of schools:

**Colegios públicos:** State Primary Schools. 1st through 6th grade. They usually include Pre-school for ages 3-5.

**Institutos (IES):** State Secondary Schools that include ESO (Compulsory secondary education) and Bachillerato.

State schools are funded by the government.

**Colegios concertados:** State funded private schools are a combination of public and private, where the school receives public funds but is run privately; they can include both primary and secondary education, or just one or the other.

**Colegios privados:** Private schools. They are run and funded independent of the government. They can include both primary and secondary education, or just one or the other.

Schools have autonomy for preparing, enacting and executing a school development plan and a management plan, as well as the rules for organising and running the school, within the framework established by the State and Regional regulation.

Secondary school teachers must be university graduates and are required to do a specific official master of one year (60 credits).

In state schools the teachers are civil servants (what means they have passed the selection procedure to become permanent staff as teachers of Compulsory Secondary Education or Vocational Training) or temporary civil servants, who have the qualifications but haven't passed the selection procedure. The staff is not hired by the schools. The provision of teachers is made through national or regional transfer competitions regulated by the national or regional authorities.



List of services not directly linked to education (e.g. providing food): who is responsible for it?

<i>Service</i>	<i>Available?</i>	<i>Responsibility</i>
Providing food	In some schools. Private schools and state funded private schools usually provide food, although parents have to pay for it. Most state primary schools do while most state secondary schools don't.	School
Transport between home and school	State schools must offer transport, which is free in Primary and Compulsory Secondary Education. Private schools and state funded private schools decide if they offer this service or not. Transport is not free.	Regional education authorities
After school activities	It depends on the school.	Parents Associations Local governments Schools (private and state funded private schools)

What are schools allowed (not allowed) to do (hiring staff, decide wages for staff etc.)

Schools are allowed: To prepare, enact and develop the school plan for each academic year To establish their own rules to organise and run the school (respecting the national and regional regulations)	Schools are not allowed: To hire staff To take decisions about transfers of teachers between schools To decide wages for staff
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How is the grading system working?

ESO – (Educación Secundaria Obligatoria)

This level of secondary school assigns numbers (scale 1-10) and letter grades that correspond to the words below.

- 9-10 Sobresaliente (Excellent)
- 7-8 Notable (Good)
- 6 Bien (Average)
- 5 Suficiente (Pass)
- 1-4 Insuficiente (Fail)

BACHILLERATO (Baccalaureate)

In Bachillerato the grading system is exactly the same except for the number scale for fail, which includes zero.



## What are the requirements / conditions for the students, to move up a school year?

### ESO – (Educación Secundaria Obligatoria)

The students who promote to the next year without having passed all subjects, must register for the failed subjects from the previous year. A pupil is required to repeat a year if he/she hasn't passed the final exams in three or more subjects (or just in two if they were Maths and Spanish simultaneously) Pupils aren't required to repeat more than two years in secondary education.

After completing the four years of ESO, pupils who have achieved the set standards (which means they have passed all the subjects or have failed just one or two (whenever these two are not Spanish and Maths simultaneously) are awarded a Secondary Education certificate (graduado en educación secundaria) enabling them to study Bachiller or specialised vocational training. This certificate is a basic requirement for most jobs in Spain. All pupils, whether or not they've achieved the course objectives, receive a document stating the school years completed, the marks obtained in each subject, and recommendations regarding their academic and vocational future.

The new education law establishes a new requirement to get the ESO certificate. After completing the four years of ESO successfully, students will have to pass a state exam to get the ESO certificate. This new exam is expected to begin in the academic year 2016-17.

### BACHILLERATO – (BACCAULAURATE)

At the end of the first year, as a result of the evaluation process, the teachers of each student take the appropriate decisions on their promotion to the second year. Students will be promoted to the second year when they have passed all the subjects or have negative evaluation in one or two subjects. Those who promote to the second year without having passed all subjects, must register for the failed subjects from the previous year.

Those who satisfactorily complete the baccalaureate in any of its tracks will receive the Bachiller certificate. Getting the certificate requires positive assessment in all subjects of the two years of Bachiller.

The new education law establishes a new requirement to get the Bachillerato certificate. After completing the two years of „Bachillerato“ successfully, students will have to pass a state exam to get the „Bachillerato“ certificate. This new exam is expected to begin in the academic year 2016-17.

Matrícula de Honor: This “Honor Roll” averages all of the grades earned during the two-year Bachillerato. A school can choose to award this title to one out of every twenty students. If a student is given this award, he or she is entitled to have the first year of tuition waived at some public universities. They may also have full or partial tuition waived at private universities, but this varies depending on the institution.

## How are schools funded? (depending on number of students? ..)

The regional governments fund the schools according to several criteria: number of students, type of school (primary/secondary, general/vocational...), school premises, etc.



### How is the way to university (third level education) organized?

The students have to pass all the subjects of the two years to get their Bachillerato certificate. If they want to do a university degree, they have to pass a university entry test (PAU). The grade received on this exam is combined with the overall grade from both years of Bachiller and is used for the university admission process. When calculating this number the bachillerato grade counts for 60% of the total number and the entry test accounts for the remaining 40%. This entry exam is not contemplated in the new Education Law so it will probably disappear next year.

Many universities and faculties have a minimum required grade for entrance into a particular degree. This minimum required grade may vary slightly from year to year, depending on the demand for that program or university and the number of available spaces for new students.

### Organisation of our school:

Kind of school	Instituto de Educación Secundaria (IES) State Secondary School					
Number of departments	15					
Age of the students	12-18					
Number of classes	12 (+2)					
number of teachers	Fulltime:	32			Part-time:	7
Number of pupils: Distribution of grade-point- average	All	217	Male: 109 (80 ESO/ 29 Bachiller)		Female: 108 (77 ESO/31 Bachiller)	
			ESO	Bachiller	ESO	Bachiller
	Sobresaliente (Excellent)		7'5%	0%	11'6%	18'3%
	Notable (Good)		22'5 %	24'6 %	43%	37'7%
	Bien (Average)		35%	34'4%	26%	15'1%
	Suficiente (Pass)		15%	3'5%	9'1%	19'3%
	Insuficiente (Fail)		20%	34'5%	10'3%	9'6%
Pupils with migration background	All	15	Male: 7 (5 ESO/ 2 Bachiller)		Female: 8 (7 ESO/ 1 Bachiller)	
			ESO	Bachiller	ESO	Bachiller



Distribution of grade-point-average		Sobresaliente (Excellent)	20%	0%	0%	100%
		Notable (Good)	0%	0%	57'1%	0%
		Bien (Average)	20%	0%	14'3%	0%
		Suficiente (Pass)	20%	50%	0%	0%
		Insuficiente (Fail)	40%	50%	28'6%	0%
Pupils with ethnic background Distribution of grade-point-average	All	8	Male: 3 (3 ESO)		Female: 5 (5 ESO)	
		Sobresaliente (Excellent)				
		Notable (Good)				
		Bien (Average)				
		Suficiente (Pass)				
		Insuficiente (Fail)	100%		100%	
number of supporting persons	5	Which functions?	2 caretakers 3 cleaners			
number of external supporters	5	Which functions?	3 Social Services 2 Educators			
Parent evenings	<p>For the whole school:            Parents' sessions with the school counsellor (3/year)            Training session within the Program "Health Education" (1/year)            For parents of students in the same level:            Meeting with 6th form parents in Primary Schools (1/year)            Welcoming Day (Parents of 1st ESO students) (1/year)            Tutor introduction (For one class) (1/year)            Graduation ceremonies (4th ESO and 2nd Bachiller) (1/year)            For parents of students in the same class:            Meeting with the School counsellor to assess the running of the group during the 1st term            Meetings with parents of students with weak performance            Individual meetings:            Interviews with the School Counsellor and the Head of Studies (families of new students) (One)            Interviews with the tutor of the class (minimum 1/year)            Interviews with subject teachers</p>					
quality management in school	<p>The School Plan for every academic year includes a school self-evaluation plan. Every term, the management team presents a school's self-evaluation report to the teaching staff and the School Board. This report analyses the rate of progress towards the objectives fixed in The School Plan for that year. At the end of the</p>					



	<p>course the teaching staff and the School Board analyse the degree of achievement of the objectives and are asked to propose areas of improvement.</p> <p>Some of the aspects which are evaluated are:          Students results (compare to the quantitative objectives set up in the School Plan and to the regional and national results)          Absenteeism          School's approach to the students' diversity and needs          School's environment, discipline and application of rules          Results of the different projects carried out</p> <p>The school management team writes a report with the main conclusions of this assessment process which is presented to the teaching staff and the School Board and sent to the regional education authorities.</p> <p>Every three or four years the school is supervised within the General School Supervision Plan carried out by the regional education authorities.</p>															
List of responsibilities	<table border="1"> <thead> <tr> <th data-bbox="502 835 938 875">Responsibility</th> <th data-bbox="938 835 1402 875">Who</th> </tr> </thead> <tbody> <tr> <td data-bbox="502 875 938 918">absenteeism - analyze</td> <td data-bbox="938 875 1402 918">Head of studies/ Deputy head</td> </tr> <tr> <td data-bbox="502 918 938 1001">Students' results</td> <td data-bbox="938 918 1402 1001">Head of studies/ Deputy head Heads of Department</td> </tr> <tr> <td data-bbox="502 1001 938 1081">School's objectives of the year</td> <td data-bbox="938 1001 1402 1081">Headmistress/ Head of studies</td> </tr> <tr> <td data-bbox="502 1081 938 1162">School's approach to the students' diversity and needs</td> <td data-bbox="938 1081 1402 1162">School Counsellor/ Heads of Department</td> </tr> <tr> <td data-bbox="502 1162 938 1279">School's environment, discipline and application of rules</td> <td data-bbox="938 1162 1402 1279">Headmistress/Head of studies/ Deputy head Living together committee</td> </tr> <tr> <td data-bbox="502 1279 938 1357">Programs included in the School Year Plan</td> <td data-bbox="938 1279 1402 1357">Programs Coordinators Headmistress</td> </tr> </tbody> </table>	Responsibility	Who	absenteeism - analyze	Head of studies/ Deputy head	Students' results	Head of studies/ Deputy head Heads of Department	School's objectives of the year	Headmistress/ Head of studies	School's approach to the students' diversity and needs	School Counsellor/ Heads of Department	School's environment, discipline and application of rules	Headmistress/Head of studies/ Deputy head Living together committee	Programs included in the School Year Plan	Programs Coordinators Headmistress	
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School's environment, discipline and application of rules	Headmistress/Head of studies/ Deputy head Living together committee															
Programs included in the School Year Plan	Programs Coordinators Headmistress															
organization of timetable (free periods, blocked subjects, ..)	<p>In ESO the timetable includes six 55' lessons from 8.30h. to 14.30h. with a 30' break after the first three lessons. In Bachiller the students have the same timetable except for one day a week when they have a seventh lesson from 14.30h. to 15h. There are not free periods between lessons.</p>															

### International projects

number of current international projects	2
number of completed international projects	5
number of teachers involved in the projects	12
number of international partners	12
number of individual pupil mobilities	4



## Curricula per year

Compulsory Secondary Education (ESO):

First cycle: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years / Second cycle: 4<sup>th</sup> year

First Cycle:

TYPE OF SUBJECT	SUBJECTS	Hours per week			
		1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>R</sup> <sub>D</sub>	
CORE SUBJECTS	BIOLOGY AND GEOLOGY	4	-	2	
	PHYSICS AND CHEMISTRY	-	4	2	
	GEOGRAPHY AND HISTORY	3	3	4	
	SPANISH LANGUAGE AND LITERATURE	5	4	4	
	MATHEMATICS	4	5		
	ACADEMIC MATHEMATICS OR APPLIED MATHEMATICS			4	
	1 <sup>ST</sup> FOREIGN LANGUAGE (USUALLY ENGLISH)	4	4	4	
SPECIFIC COMPULSORY SUBJECTS	PHYSICAL EDUCATION	2	2	2	
	RELIGION OR ETHICAL VALUES	1	1	1	
FREE CONFIGURATION ON SPECIFIC SUBJECTS	MUSIC	2	2	-	
	VISUAL, AUDIOVISUAL AND PLASTIC ARTS	2	-	2	
	TECHNOLOGY	-	2	2	
	CHOOSE ONE	ASTURIAN LANGUAGE AND LITERATURE	2	2	2
		SECOND FOREIGN LANGUAGE (USUALLY FRENCH)			
		CLASSICAL CULTURE	-	2	2
		BASICS IN ENTREPRENEURSHIP	-	-	2
		MATHS REINFORCEMENT	2		
TECHNOLOGY WORKSHOP				2	
TUTOR SESSIONS		1	1	1	





TOTAL

30

30

30

Second cycle:

TYPE OF SUBJECT	SUBJECTS	Hours per week		
		4th ESO: ACADEMIC TRACK	4th ESO: APPLIED TRACK	
CORE SUBJECTS	GEOGRAPHY AND HISTORY	3		
	SPANISH LANGUAGE AND LITERATURE	4		
	ACADEMIC MATHEMATICS / APPLIED MATHEMATICS	4	4	
	1 <sup>ST</sup> FOREIGN LANGUAGE (USUALLY ENGLISH)	3		
OPTIONAL SUBJECTS	Choose two	BIOLOGY AND GEOLOGY	3	-
		PHYSICS AND CHEMISTRY	3	-
		ECONOMICS	3	-
		LATIN	3	-
		APPLIED SCIENCES	-	3
		BASICS IN ENTREPRENEURSHIP	-	3
		TECHNOLOGY	-	3
SPECIFIC SUBJECTS	PHYSICAL EDUCATION	2		
		RELIGION/ ETHICAL VALUES		1
	Choose two	DANCE AND PERFORMING ARTS	3	
		SCIENTIFIC CULTURE	3	
		CLASSICAL CULTURE	3	
		VISUAL, AUDIOVISUAL AND PLASTIC ARTS	3	
		PHILOSOPHY	3	
		MUSIC	3	
		2 <sup>ND</sup> FOREIGN LANGUAGE (USUALLY FRENCH)	3	



		INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)	3
FREE CONFIGURATION SPECIFIC SUBJECTS	Choose one	ASTURIAN LANGUAGE AND LITERATURE	3
		ONE SPECIFIC SUBJECT	3
TUTOR SESSIONS			1
Total			30

Bachillerato (Baccalareate):

		TRACK	1 <sup>ST</sup> YEAR	HOURS PER WEEK	
CORE SUBJECTS	GENERAL SUBJECTS	SCIENCE	PHILOSOPHY	3	
			SPANISH LANGUAGE AND LITERATURE I	3	
			FIRST FOREIGN LANGUAGE (USUALLY ENGLISH)	3	
			MATHEMATICS I	4	
		HUMANITIES AND SOCIAL SCIENCES	PHILOSOPHY	3	
			SPANISH LANGUAGE AND LITERATURE I	3	
			FIRST FOREIGN LANGUAGE (USUALLY ENGLISH)	3	
			LATIN I OR MATHEMATICS FOR SOCIAL SCIENCES	4	
		ARTS	PHILOSOPHY	3	
			SPANISH LANGUAGE AND LITERATURE I	3	
			FIRST FOREIGN LANGUAGE (USUALLY ENGLISH)	3	
			BASICS IN ARTS I	4	
	TRACK SUBJECTS	SCIENCE	Choose 1	BIOLOGY AND GEOLOGY	4
				TECHNICAL DRAWING	4
				PHYSICS AND CHEMISTRY	4
		HUMANITIES AND	Choose 2	ECONOMICS	4
GREEK I				4	



		SOCIAL SCIENCES	HISTORY OF THE CONTEMPORARY WORLD	4			
			UNIVERSAL LITERATURE	4			
		ARTS	Choose 2	AUDIOVIDUAL CULTURE I	4		
				HISTORY OF THE CONTEMPORARY WORLD	4		
				UNIVERSAL LITERATURE	4		
				Sciences	Humanities and Social Sciences	Arts	Hours per week
SPECIFIC SUBJECTS	COMPULSORY	PHYSICAL EDUCATION	2	2	2	2	
	<i>Choose minimum two and maximum three</i>	E	INDUSTRIAL TECHNOLOGY I	4	-	-	7 (4+3 ó 3+3+1)
		E	APPLIED ANATOMY	4	-	4	
		E	MUSICAL LANGUAGE	-	-	4	
		E	VOLUME	-	-	4	
		E	TECHNICAL DRAWING I	4*	-	4	
		E	ARTISTIC DRAWING I	-	-	3	
		E	MUSICAL ANALYSIS I	-	-	3	
		E	SCIENTIFIC CULTURE	3	3	3	
		E	SECOND FOREIGN LANGUAGE I	3	3	3	
		E	INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) I	3	3	3	
		E	RELIGION	1	1	1	
FREE CONFIGURATION SUBJECTS	LC	ASTURIAN LANGUAGE AND LITERATURE	1	1	1		



	LC	OPTIONAL SUBJECT (IES SELGAS: HEALTH EDUCATION)	1	1	1	
Tutor sessions			1			
Total			31			

2º BACH				Hours per week				
CORE SUBJECTS	GENERAL SUBJECTS	SCIENCE	HISTORY OF SPAIN		3			
			SPANISH LANGUAGE AND LITERATURE II		4			
			FIRST FOREIGN LANGUAGE (USUALLY ENGLISH)		4			
			MATHEMATICS II		4			
		HUMANITIES AND SOCIAL SCIENCES	HISTORY OF SPAIN		3			
			SPANISH LANGUAGE AND LITERATURE II		4			
			FIRST FOREIGN LANGUAGE (USUALLY ENGLISH)		4			
			LATIN II OR MATHEMATICS FOR SOCIAL SCIENCES II		4			
		ARTS	HISTORY OF SPAIN		3			
			SPANISH LANGUAGE AND LITERATURE II		4			
			FIRST FOREIGN LANGUAGE (USUALLY ENGLISH)		4			
			BASICS IN ARTS II		4			
	TRACK SUBJECTS	SCIENCE	Choose 2	BIOLOGY		4		
				TECHNICAL DRAWING II		4		
				PHYSICS		4		
				GEOLOGY		4		
				CHEMISTRY		4		
		HUMANITIES AND SOCIAL SCIENCES	Choose 2	BUSINESS ECONOMICS		4		
				GEOGRAPHY		4		
				GREEK II		4		
				HISTORY OF ART		4		
		ARTS	Choose 2	PERFORMING ARTS				
				AUDIOVISUAL CULTURE II				
				DESIGN				
			SCIENCE	HUMANITIES AND	ARTS	HOURS PER WEEK		



					SOCIAL SCIENCES			
		COMPULSORY	HISTORY OF PHILOSOPHY	3	3	3	3	
SPECIFIC SUBJECTS	Choose minimum one and maximum two	E	INDUSTRIAL TECHNOLOGY II	4	-	-		4 (4 OR 3+1)
		E	ENVIRONMENTAL SCIENCE	4	-	-		
		E	PLASTIC GRAPHIC EXPRESSION TECHNIQUES				4	
		E	TECHNICAL DRAWING II	4			4	
		E	HISTORY OF MUSIC AND DANCE		4		4	
		E	FUNDAMENTALS OF BUSINESS ADMINISTRATION		4			
		E	MUSICAL ANALYSIS II				4	
		E	IMAGE AND SOUND	3	3		3	
		E	PSYCHOLOGY	3	3		3	
		E	2 <sup>ND</sup> FOREIGN LANGUAGE (USUALLY FRENCH)	3	3		3	
		E	INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) II	3	3		3	
		FREE CONFIGURATION SUBJECTS	LC	ASTURIAN LANGUAGE AND LITERATURE	1	1		
LC	OPTIONAL SUBJECT		1	1		1		
Tutor session				1				
Total				31				

*anchoring social skills (self-assurance, self-confidence, ...) own subject?  
anchored in all/some subjects*



Part of the tutor sessions deal with anchoring social skills. These activities are carried out by our staff or by external resources. Teachers try to reinforce them in every subject.

*anchoring business soft skills (presentation, moderation, conflict-management)  
own subject  
anchored in all/some subjects*

Part of the tutor sessions deal with anchoring transferable skills such as given opinions, debating, compromising, conflict-management, taking decisions, etc. Specific business skills are dealt with in “Basics in Entrepreneurship” in 3<sup>rd</sup> and 4<sup>th</sup> ESO and in “Economics” in 1<sup>st</sup> Bachiller (Social Sciences track).

*anchoring ICT skills (using basic software tools)  
own subject  
anchored in all/some subjects  
ECDL?*

Students learn about basic software tools in “Technology” in 2<sup>nd</sup> and 3<sup>rd</sup> ESO and “ICT” in 4<sup>th</sup> ESO. Part of the tutor sessions in 3<sup>rd</sup> ESO deal with presenting information using ICT. Students are requested to do oral presentations with ICT support in every subject in 4<sup>th</sup> ESO and Bachiller.

## Early School Leaving

Definition: Early school leaving in Europe

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years.

Early school leaving can take several forms. It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.

Source: [http://europa.eu/rapid/press-release MEMO-11-52 en.htm?locale=en](http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en)  
from 04.11.2015



### Early-School-Leaver-Rate of the country and if possible similar schools

(España. Ministerio de Educación y Ciencia. (2013). “Abandono educativo temprano: análisis del caso español”)

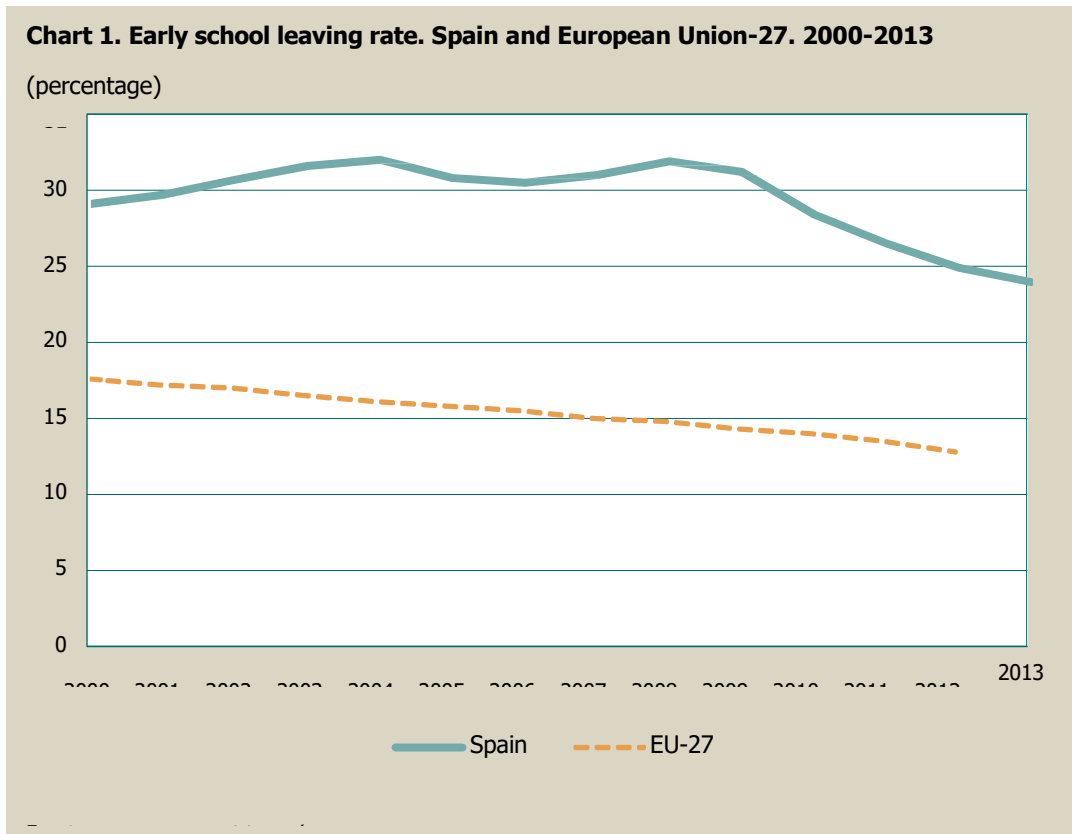


Chart 2. Early school leaving rate in Asturias and in Spain 2008-2012

	2008	2009	2010	2011	2012
Asturias	19,7	21,1	22,3	21,9	19,4
Spain	31'9	31'2	28'4	26'5	24'9

Chart 3. Early School Leaving Rate. 2005-2013

		2005	2006	2007	2008	2009	2010	2011	2012	2013
Sex	Men	36,6	36,7	36,6	38,0	37,4	33,5	31,0	28,8	27,5
	Women	24,9	24,0	25,2	25,7	24,7	23,1	21,9	20,8	20,2
Nationality	Spanish	28,5	28,1	28,5	28,7	28,0	25,3	23,3	21,5	20,6
	Others	48,8	46,0	45,8	47,6	46,4	44,6	43,9	43,6	42,8
Age	18 years	25,7	26,1	26,2	25,5	23,7	18,2	16,3	15,7	14,1
	19 years	30,8	27,8	29,4	30,1	29,5	25,4	21,6	19,1	18,4
	20 years	32,0	30,8	30,1	33,5	31,8	29,1	25,0	21,8	21,8
	21 years	34,0	30,8	32,7	32,5	32,1	30,1	27,5	27,3	24,0
	22 years	31,4	33,2	32,5	33,2	33,5	31,8	30,1	27,1	26,2
	23 years	31,1	31,9	33,1	33,3	31,4	30,7	31,8	30,7	28,7
	24 years	30,2	31,4	31,9	34,3	34,6	31,6	31,9	31,2	32,9
ESO Certificate	Without ESO	81,2	81,0	82,3	82,5	80,0	77,5	76,6	74,1	69,2
	With ESO Certificate	23,0	21,7	20,9	21,0	20,1	18,0	16,3	15,4	15,5
	Total	30,8	30,5	31,0	31,9	31,2	28,4	26,5	24,9	23,9

The early school leaving is mainly masculine. Early school leaving rates are permanently higher for men than for women.

There are also significant differences related to nationality. While the early leaving rate is 20'5 for Spanish, it is 42'8% for immigrants. That means that although immigrants are just a 15'2% of the population between 18 and 14, they are the 27% of early leaving.





## Early-School-Leaver - Rate of school

The information in this chart refers to ESO students. Early school leaving here is shown as the number of students who dropped out in ESO as well as the number of students who completed the compulsory education but did not get the certificate.

	2011		2012		2013		2014		2015	
Total number of students in 4 <sup>th</sup> ESO	36		42		30		36		41	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	15	21	25	17	18	12	14	22	20	21
Total number of students from different ethnic groups /immigration background	0	1	2	1	3	2	0	1	0	0
Number of drop-outs (*) ethnic/migration background	2	0	1(*)	0	1(*)	1(*)	1	0	0	0
Number of students who move to a different school	2	1	0	1	0	1	0	3	2	1
Number of students who complete ESO but do not get the certificate (*) ethnic/migration background	5	0	0	1	1(*)	1	0	1(*)	1	0
Early school leaving rate Drop-outs+students who do not get the certificate	19'4 %	0%	4%	5'6 %	11'1 %	16'6 %	0%	9%	5%	0%
Number of students who get the ESO certificate without doubling	6	16	9	12	11	6	7	15	14	16



Number of students who get the ESO certificate after doubling (any year)	4	4	15	3	5	3	6	3	Not available yet	Not available yet
Number of lessons missed (drop-outs and students who do not get the certificate)	> 80%		>40%		>50%		90%		Not available yet	
Number of negative marks per pupils leaving school	> 80%									
distribution of grade-point-average from former schools of the pupils who leave/double	More than 90% of students who drop-out or leave/ double were students with weak performance in primary school. Almost 100% of the students who repeat a course in primary school have to double again in Secondary.									

## Bachillerato

Between 85% and 90% of the students who get the ESO certificate in IES Selgas continue in the school to do Bachiller. Some of the drop-outs in Bachiller are students who move on to vocational training.

	2011		2012		2013		2014		2015	
Total number of pupils in 1 <sup>st</sup> Bachiller	42		31		34		29		38	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	19	23	9	22	15	19	19	10	16	22
Total number of students from different ethnic groups or immigration background		3		2	1	1	2	1(*)	2	
Number of drop-outs (*) students with ethnic/migration background	4	1 1(*)	2	1	3	1 1(*)	2 1(*)	1	2	3



Number of students who get the Bachillerato certificate without doubling	10	18	4	17	11	17	11	9		
Number of students who get the Bachillerato certificate after doubling	5	3	3	4	1	0	5	0	Not available yet	Not available yet
Number of lessons missed (drop-outs and students who do not get the certificate)	> 80%		>40%		>50%		90%		Not available yet	
Number of negative marks per pupils leaving school	> 60%									

### Parent working (per school year)

Number of information evenings	<p>IES Selgas has a Family involvement plan to promote the families' commitment. This programme aims to facilitate and encourage the relationship family-school.</p> <p>This plan includes:</p> <p>Welcoming activities for the families of new students</p> <p>First meeting with the parents of the students in their last year in Primary School. The school Councillor and the Head of Studies go to the Primary Schools to talk to the parents. The aim of this visit is to clear up the possible doubts and to reduce the parents' anxiety and worries before the change of stage and school.</p> <p>Welcoming day: The first day of the school year 1st ESO students' parents are invited to go to the school and have a meeting with the school management team, the tutors and the school councillor. They are given detailed information about the new stage and the running of the school as well as the role of the family to help students get a high level of achievement.</p>
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	<p>Individual interviews with all the families of 1st ESO and the families of new students in other levels: During the first term, the school councillor and the Head of studies have an individual interview arranged with the parents according to their availability. The main objective of this meeting is to create an atmosphere of confidence between the school and the families, what can increase their involvement and participation in the academic monitoring of the students.</p> <p>General activities (carried out in all the forms):          Meeting arranged by the tutor with the families of the students in his/her class.          Meeting with the School Councillor to assess the running of the group during the first term. This is a meeting with all the families of the group.          Meeting with the families of the students who have failed five or more subjects (arranged and conducted by the tutor of each class)          Individual meetings with the tutor or subject teachers to monitor students' performance.</p>	
	<p>average of parents participation at information evenings</p>	<p>It depends on the type of event:          -New families interview: 100%          - Tutor introduction: 36%          - Tutor-parents individual meetings: 91%</p>
<p>number of individual advice meetings for parents/students overall</p>	<p>participation of parents grouped by ethnic groups (if possible)</p>	<p>-New families interview: 90%          - Tutor introduction: 7%          - Tutor-parents individual meetings: 5%</p>



	Individual interviews between the School Counsellor and the Head of Studies and the families of the new students: once a year Tutor-parents individual meetings: minimum once a year (usually three)
number of written parent information	Three times a year students are given a official report Interviews between the tutor and the family: For every interview teachers are asked to write a brief report on the student's performance in class, attitude, attendance, etc.

### Sanctioning

What kind of sanctioning in school? (e.g. inhouse-suspension, stickers (red/); extra time in school; ..)	<p>IES Selgas has got a Code of Conduct. It is a written document with guidelines for good behaviour, school rules, students' rights and duties and the sanctioning system.</p> <p>This Code includes different types of sanctions:</p> <ul style="list-style-type: none"> <li>Oral sanctioning in class / Verbal warning</li> <li>Written report for disruptive behaviour in class</li> <li>Break time suspension (for minor violations or being late)</li> <li>Class exclusion (When the student is seriously disrupting the lesson the teacher can send him/her out of the class. Excluded students must go to the Head of studies office) Families are informed on the same day.</li> <li>Subject suspension: the student can be suspended just for a number of lessons of a subject. Parents are asked to come to the school for an interview and receive a letter including information about how long and why this measure was taken.</li> <li>Extra time in school (7<sup>th</sup> hour): Students are asked to stay at school for one hour longer at the end of the school day. The Head of Studies, the Deputy head or the School Counsellor supervise the student, who is asked to do some work. Parents are asked to come to the school for an interview and receive a letter including information about how long and why this measure was taken.</li> <li>Inhouse-suspension: From 1 to 30 days depending on the severity and circumstances surrounding the violation. Suspended students cannot enter the school premises except for taking exams. The school gives suspended students work to do at home. Parents are asked to come to the school for an interview and receive a letter including information about how long and why this measure was taken.</li> <li>Exclusion: students can be excluded for extremely serious reasons. Excluded students are sent to a different school.</li> <li>Mobile phone confiscation</li> </ul>
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Who is sanctioning in school?	Teachers (1, 2, 3, 4, 9) Head of studies/ Deputy head (3, 5, 6) Headmistress (7,8)
Is sanctioning good/bad/helpful? → Experiences	Pupils without any sanctioning: 95.75% Pupils with sanctioning: 4.25% Pupils with 3 or more sanctioning: 9 pupils We think that the School's environment is good. Just 4.25% of the students require sanctioning measures and only 2'5% do not improve their general behaviour at school after being sanctioned. We feel that our Code of Conduct works well except for 2'5% of the students.
What sanctioning is effective?	Break time suspension for delays is very effective. Extra time in school for disruptive behaviour in class is quite effective too. However, as the students can not use the school bus to get back home some parents do not accept this measure because they say they can not come to the school to pick up their children.

### Weak/poorly performing students

How do you detect these students? (systematic/by chance?/by school records – primary school)

<p>systematic procedures: Meeting between the tutors of the 6<sup>th</sup> form in Primary School and the teachers of 1<sup>st</sup> ESO (at the beginning of the school year) IQ tests to detect strengths and weaknesses in 1<sup>st</sup> ESO Subject Diagnostic tests in every level</p> <p>By school records: Primary school reports (students in 1<sup>st</sup> ESO) General report at the beginning of the school year summarising the most relevant academic information about each student Subject reports (students are given a written report of every failed subject. These reports are also available for next year teachers)</p>
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Support available / next steps?

Maths reinforcement subject (instead of French or Asturian language in 1 <sup>st</sup> ESO)
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Spanish reinforcement subject( instead of French or Asturian language in 2<sup>nd</sup>ESO)  
Sessions with the special needs teacher (usually two per week)  
Remedial programs for failed subjects in the previous year  
Remedial lessons for failed subjects in the previous year (1 hour/a week in Bachiller)  
Remedial programs for repeaters  
Learning Improvement Program (2<sup>nd</sup> ESO: After doing year 2, if the student has repeated at least one course in primary or secondary and is not able to promote to year 3/ 3<sup>rd</sup> ESO: After doing year 3, if the student has repeated at least one course in primary or secondary and is not able to promote to year 4)

### When do you detect poorly performing students?

We try to detect poorly performing students as soon as possible. The first term of 1<sup>st</sup> ESO is crucial.  
Twice a term the teachers of every class take part in a meeting, coordinated by the tutor of the class, to analyse the students' performance, detect students' needs and find ways to help the students to overcome their difficulties.

### Prevention

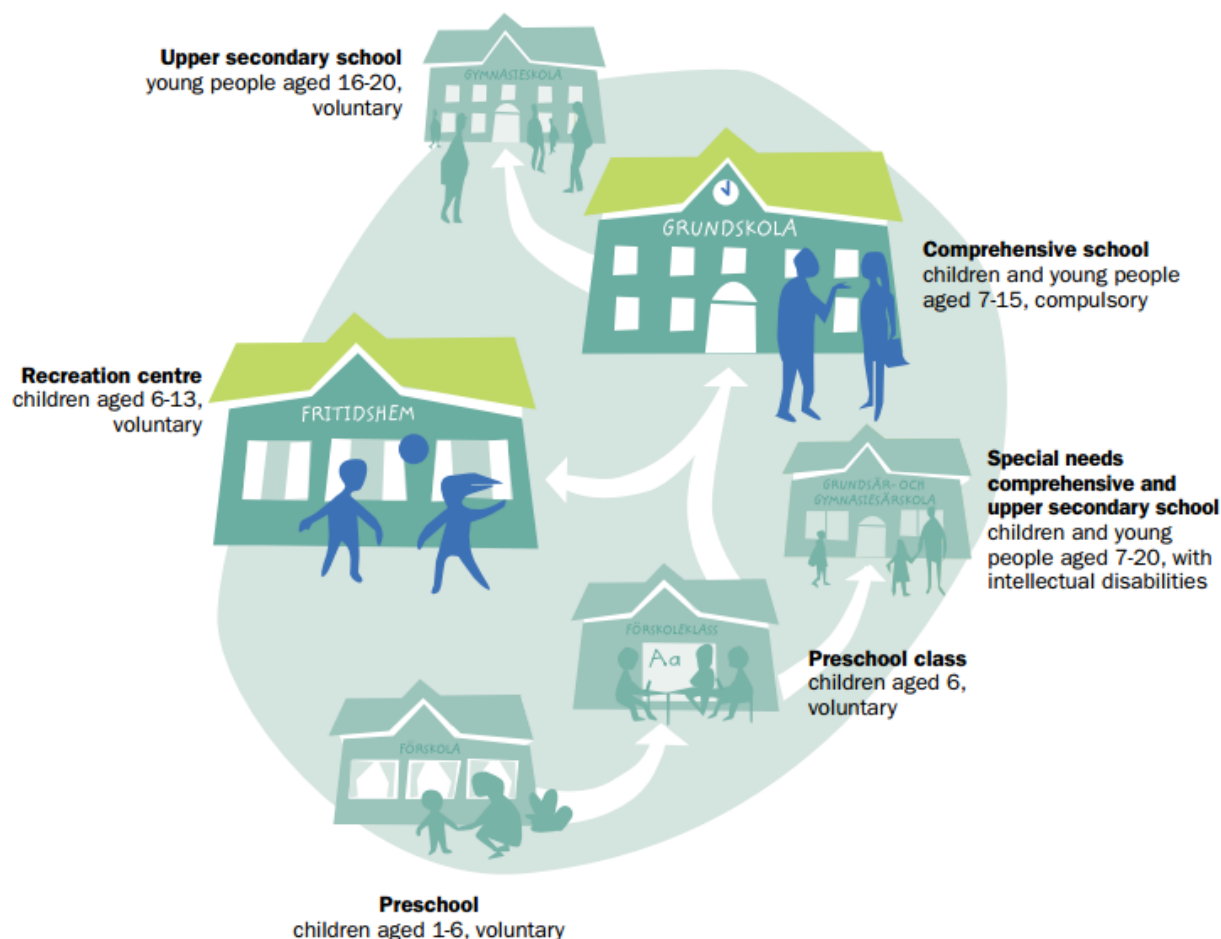
see own questionnaire



## Sweden

### Organisation of school system in the country - A Simple Guide to the Swedish School System

The Swedish education system contains a number of types of schooling and education, designed for individuals of different ages and with differing needs and abilities. By the first glance it looks quite complicated.



### Preschool

Swedish children are allowed to start attending preschool already at an early age, but it is recommended to wait until they are at least 1 year old. They stay in preschool until the summer of the year they turn 6 years old.

### Preschool class

From the age of 6, children have a right to attend something called Preschool class. It is voluntary but most parents decide to put their child in a preschool class. It is a school form of its own and focus a lot on learning while playing, being creative, rhymes and songs.





## Comprehensive school

School attendance is compulsory for all Swedish children. They are required to attend school from autumn of the year they turn 7 (but are allowed to start a year early if they want). The main rule is that compulsory school attendance ends in spring on their 9<sup>th</sup> school year (10<sup>th</sup> if they attend special school)

There are 4 types of compulsory schools: comprehensive school, special school, Sami school (for children of the Sami minority) and comprehensive school for learning disabilities.

### *Comprehensive school*

The comprehensive school is where most students in Sweden go. Comprehensive schools may be either municipal or independent. The majority of comprehensive schools in Sweden are municipally run, and the most common situation is that pupils attend a municipal school close to their home.

Each municipal school can develop its own profile, have different orientations, such as Montessori, English classes or cultural and sports profiles.

Independent comprehensive schools are open to all and the education should correspond to that provided in municipal compulsory schools.

Independent comprehensive schools have a different organiser/owner compared to municipal schools. The organiser may be a company, a foundation or an association.

Independent comprehensive schools are approved and inspected by the Swedish Schools Inspectorate.

Recreations centres are available up until the student is 13 years old.

### *The Sami school*

The Sami school is for 6 years (school year 1-6). After that the students attend the “normal” comprehensive school for the remaining 3 years.

### *Comprehensive school for learning disabilities*

Children with learning disabilities can attend the comprehensive school for pupils with learning disabilities as an alternative to the comprehensive school. The comprehensive school for learning disabilities consists of nine years of schooling. Within the school there is a special orientation called the training school. This is intended for pupils who have a lack of knowledge in all or parts of comprehensive schooling for pupils with learning disabilities in some subjects.

### *Special school*

Children who due to a functional impairment or for other special reasons cannot attend the comprehensive school or the comprehensive school for learning disabilities can attend the special school if they:

are deaf and blind or have visual impairments and other functional impairments,

in cases other than in 1 are deaf or hearing impaired, or have a severe speech disorder.

In the majority of subjects pupils in the special school follow the syllabuses of the comprehensive school. Some subjects, however, have special syllabuses that have been adapted to the needs of pupils with hearing disabilities or impairment



## Upper Secondary Education

Upper secondary education lasts from age 16 to 19. Within upper secondary education the students can choose between 18 national programs. 12 of these are vocational and 6 are pre-university. All programs lasts for 3 years.

There is also a possibility to attend some special programs. The specialisation includes programs for nationally approved sports or programs based on national recruitment.

If you don't meet the qualifications needed to attend one of the 18 national programs (or the special programs), there are 5 introductory programs available.

### Vocational programs

To be able to attend one of the 12 vocational programs the student needs to have completed their 9<sup>th</sup> year in compulsory school and have qualified for at least the grade E in the subjects Swedish (or Swedish as a second language), English, mathematics and 5 additional subjects (doesn't matter which)

### Pre-university programs

To be able to attend one of the 6 pre-university programs the student needs to have at least the grade E in in Swedish (or Swedish as a second language), English, mathematics and at least nine other subjects from compulsory school. Depending of which department you study there are certain additional qualifications needed:

For economics, the humanities and the social sciences program, four of the nine subjects must be geography, history, social studies and religion.

For Natural Science and Technology programs are three of the nine subjects must be Biology, Physics and Chemistry.

For the aesthetic program are the nine optional subjects. Here, however, specific tests showing the students skills are included and scores on those tests are combined with the grades.

### Adult education

Formal adult education is a system for adults to develop and reorient their education depending on individual needs. School system for adults covers:

Municipal adult education at both compulsory and upper secondary school levels

Special education for adults with development disabilities or brain impairments

Swedish tuition for immigrants

Folk high schools – independent adult education colleges

Universities and university colleges

Swedish universities and university colleges offer many study programmes and single-subject courses.

The training is divided into three levels based on each other:

Basic level (three years)



Advanced level (one to two years)

Research level (two to four years)

The scope of a course or a training program is counted in higher education credits. One semester's full-time studies correspond to 30 higher education credits. A full-time academic year comprises 60 higher education credits.

All training within the college is compounded by courses. A course usually covers between 7.5 and 30 higher education credits.

### How are schools organised (what are or are not their responsibility)

#### **Principal**

On the top of a school stands the principal, who is responsible for more or less anything associated with keeping the school functional:

Operational responsibility (pedagogical and administrative management)

Responsible for planning and reporting quality processes

Economical responsibility

Human resources manager

Syllabus of the school (some school specific adaption are possible)

Staffing the subjects with teachers

Mother tongue tuition

Schedule for the school

The principal can delegate a lot of the responsibilities to assistant principals, with the exception of some specific cases.

#### **Student health team**

The student health team is responsible for working with the wellbeing for students in many aspects. It consists of

School nurse

Guidance counsellor

Counsellor

Special education teachers

#### **School administration**

responsible for:

substitutes

administrative tasks in accounting

student administration

staff administration

#### **School library**

Every school is by law responsible for providing a school library for the students



**Teachers teams**

Teamleader  
 8-12 teachers  
 Different team members are responsible for different tasks

**Form teacher**

first contact person for the students in the class, for parents and other teachers  
 responsible for all administrative tasks in the class

**Teacher**

teaching their subjects according to the official syllabus  
 grading students

List of services not directly linked to education (e.g. providing food): who is responsible for it?

<i>Service</i>	<i>Available?</i>	<i>Responsibility</i>
Providing food	Yes	The school
Transport between home and school	Mainly no, but in special circumstances the school has to provide the transport	Parents Depending on the distance to the school
After school activities	Up until school year 6 the school has to offer it.	
Excursions/trips	Swedish schools are not allowed to charge students for any costs connected with trips/excursions	School

What are schools allowed (not allowed) to do (hiring staff, decide wages for staff etc.)

<p>Schools are allowed:</p> <ul style="list-style-type: none"> <li>Changing the amount of hours the school provides teaching in the different subjects (smaller adjustments)</li> <li>Syllabus, orientated towards long term goals, a lot of room for interpretation</li> <li>Deciding who is teaching which class and how many lessons</li> <li>Employ teachers (must be certified)</li> <li>Employ other staff</li> <li>Decide wages for all staff, including teachers</li> </ul>	<p>Schools are not allowed:</p> <ul style="list-style-type: none"> <li>Employ not certificated teachers (other than short term substitutes)</li> </ul>
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### How is the grading system working?

In the Swedish school system compulsory schools are required to provide education in 17 subjects (see curriculum of school). Grades are set using a national grading scale of six grades. Grades awarded are A, B, C, D, E and F – where A-E are passing grades and F a fail. The grade should express to what extent the pupil has met the knowledge requirements stated for each subject and course.

Students get grades for each completed term starting from year 6.

Knowledge requirements exist for all subjects at compulsory school and all courses at upper-secondary school. The knowledge requirements outline what is necessary for acceptable knowledge, and for the different grades. Should a pupil be absent in such a high extent there is not enough information to assess a pupil's knowledge in one subject, no grade will be given for that subject. This will be marked with a dash (-) in the educational record. Grade F and dashes will not be used in compulsory school, nor for upper secondary school for pupils with learning disabilities or education for adults with learning disabilities.

If a pupil risks failing to attain the lowest grade, E, it is the school's duty to investigate whether the pupil needs special support.

Pre-established national knowledge requirements exist for acceptable knowledge for year 3, 6 and 9. In the school years and courses where grades are awarded, pre-established knowledge requirements have been set for grades A, C and E. Grade D shall be awarded when a pupil has met all the pre-established requirements for grade E and the majority of pre-established knowledge requirements for grade C. Grade B shall be awarded when the pupil has met all pre-established requirements for grade C and the majority of pre-established requirements for grade A.

A number of key terms are used in the knowledge requirements and can be found in many of the subjects. To a great extent, these words take their meaning from the context in which they are used and it is therefore not possible to provide any general definitions. The Swedish National Agency for Education has produced commentary material for the knowledge requirements for compulsory school subjects. These provide a broader, deeper understanding of how the knowledge requirements are constructed. They are based in authentic evaluations of pupil materials from active teachers and describe ways in which a teacher can identify the evaluation aspects based on the key terms.



[What are the requirements / conditions for the students, to move up a school year?](#)

Current graduation system:

A student in compulsory school is moved up to the next school year regardless of their results (or grades if they are in year 6 or above). Schools can suggest/recommend to parents that the student not to move up. That is the decision of the principal but a dialogue with parents is always present to make everyone agreeing on the decision. Same thing applies when a student is about to move up an additional school year or start school a year early.

However, when applying for the different programs at upper secondary school they need to have certain qualifications from the compulsory school (see previous description of upper secondary school)

[How are schools funded? \(depending on number of students? ..\)](#)

Schools are funded by the municipality, depending on the number of students attending school. Different municipalities can decide on different amount of money since that is a decision made locally by the politicians in the municipality.

In the later part of compulsory education the amount of money per student is a bit higher since the subjects gets more advanced and need more money to provide what is required of the subjects

[How is the way to university \(third level education\) organized?](#)

See first part of the document



## Organisation of our school:

### A Description of our School

Kind of school	Compulsory school					
Number of departments	1					
Age of the students	6 - 16					
Number of classes	27 (28 school year 2015-2016)					
number of teachers	Fulltime:			Parttime:		
Number of pupils: Distribution of grade-point-average	All	790	Male	431	Female	359
		n/a		n/a		n/a
Pupils with migration background	30 %	Distribution of grade-point-average		n/a		
Pupils with ethnic background	n/a	Distribution of grade-point-average		n/a		
number of supporting persons	15	Which functions?		Student health team Student assistants Recreation centre assistants		
number of external supporters	1	Which functions?		Social worker		
Parent evenings	<p>1 open parent-teacher meeting per year where form teachers meet the parents of students in the classes they are responsible for.</p> <p>1 personal development dialogue per term where form teachers meet student together with parent(s) individually.</p>					
quality management in school	<p>The schools systematic quality work is divided into three different levels:</p> <p>The individual employee: The teacher continually evaluates their teaching with their students and makes an individual evaluation of their education every year. The assistant principals are responsible for discussing with and evaluating employee, make performance reviews and salary negotiations.</p> <p>Teams and groups of subjects: Each team formulates how the group will work with the school's obligations in the form of a document stating the goals to be met for the upcoming school year in August and evaluates this document at the end of each term. During the school year the teams and groups of subjects does reconciliations and performance analyzes on several occasions.</p> <p>School management: Responsible for quality system. Following up the results at the individual employee level and the subject and team level. Make ongoing studies based on the results collected. Making decisions about resource allocation based on</p>					



	the analyses. Writes a summary analysis this in different levels (1 document for a full year and a four-monthly report) which are submitted to the education department of Stockholm.	
List of responsibilities	<b>Responsibility</b>	<b>Who</b>
	absenteeism - analyze	form teacher
	timetable	Assistant principal (by delegation)
organisation of timetable (free period, blocked subjects, ..)	School from 08:10 until latest 16:00, individual for all classes The goal is to spread out practical subjects over the weekdays as much as possible. Lengths of lessons vary from 40 min to 160 depending on the subject.	

### International projects

number of current international projects	1
number of completed international projects	5
number of teachers involved in the projects	10
number of international partners	4
number of individual pupil mobilities	0 (this year, 4 planned for upcoming 2 years)





## Curricula per year

	1	2	3	4	5	6	7	8	9	Min/week year 1-9	Amount of 60 min lessons year 1-9
Minutes per week											
Art			60	40	50	50	60	60	60	380	225
Home economics						60		70	70	200	119
PE	60	60	120	80	100	120	80	100	120	840	498
Music	40	40	40	50	50	50	40	40	40	390	231
Textile and wood work			80	80	80	80	80	80	80	560	332
Swedish	400	400	360	320	320	240	150	160	160	2510	1489
English	40	40	40	120	100	100	130	120	120	810	481
Mathematics	200	200	210	160	170	170	170	170	170	1620	961
Social science	100	120	130	190	190	180	170	200	210	1490	884
Science	100	120	120	140	140	160	180	190	200	1350	801
Schools choice				40	40	40				120	71
2nd foreign language						80	150	150	160	540	320
Students choice	30	30	30	40	40	40	100	100	100	510	303
	970	1010	1190	1260	1280	1370	1310	1440	1490	11320	6717

The post “Science” consists of the subjects physics, chemistry, biology and technology.

The post “Social science” consists of geography, religion, history and social sciences.

Students choice is where the students can choose to expand their learning in a deeper level, to do more of a subject they like a lot or to get more support in subjects they aren't doing as well as they want to.

### Early School Leaving

Definition: Early school leaving in Europe

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years<sup>2</sup>.

Early school leaving can take several forms. It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.

Source: [http://europa.eu/rapid/press-release MEMO-11-52 en.htm?locale=en](http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en)  
from 04.11.2015



### Early-School-Leaver-Rate of the country and if possible similar schools

Since students by law aren't allowed to leave our schools (since it is a compulsory school) we are at our school investigating the amount of students who haven't gained a upper secondary qualification.

School year	Sweden	Stockholm	Sjöängsskolan
2014/2015	14%	13%	13%
2013/2014	13%	13%	13%
2012/2013	12%	11%	11%
2011/2012	12%	13%	16%
2010/2011	12%	11%	12%

### Early-School-Leaver -Rate of school

See above

### Parent working (per school year)

number of information evenings					
	<table border="1"> <tbody> <tr> <td>average of parents participation at information evenings</td> <td>50%</td> </tr> <tr> <td>participation of parents grouped by ethic groups (if possible)</td> <td>n/a</td> </tr> </tbody> </table>	average of parents participation at information evenings	50%	participation of parents grouped by ethic groups (if possible)	n/a
average of parents participation at information evenings	50%				
participation of parents grouped by ethic groups (if possible)	n/a				
number of individual advice meetings for parents/students overall	1 per term				
number of written parent information	Depending on school year and academic history of student				

### Sanctioning

What kind of sanctioning in school? (e.g. inhouse-suspension, stickers (red/); extra time in school; ..)	Verbal warnings (staff) Confiscating things disturbing school/lessons. (Teacher/Headmaster) Expulsion from the classroom. (T) Written warnings. (H) Place the student in a different class at the same school, max 2-4 weeks. (H) Place the student at a different school, max 2-4 weeks.(H) Suspension, max 10 days/school year.(H) Place the student at a different school permanent, (local board of education)
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	For all sanctioning mentioned above, parents will be contacted/informed
Who is sanctioning in school?	See above
Is sanctioning good/bad/helpful? → Experiences	Depending on the student/situation
What sanctioning is effective?	Depending on the student/situation

### Weak/poorly performing students

How do you detect these students? (systematic/by chance?/by school records – primary school)

Systematic

### Support available / next steps?

Next steps in detecting weakly performing students are:

- Discuss students In teacher teams
- Report student to the student health team for possible pedagogical investigation
- Extra tutoring
- Support from special needs teachers
- Adapt/adjust the time schedule for the student

### When do you detect poorly performing students?

Written evaluation every school year (and grades every semester starting from school year 6) but teachers scan and detect during the ongoing school year.  
Normally students are detected after attending our school for a month or two (depending on the subject)

### Prevention

see own questionnaire



## Belgium

### Organisation of school system in the country

<p>How are schools organised (what are or are not their responsibility)</p>	<p>The diagram illustrates the Belgian educational system. It is structured as follows:         <ul style="list-style-type: none"> <li><b>Kleuterschool</b> (Nursery school): 2 to 4 years old.</li> <li><b>Lagere school</b> (Primary school): 4 to 12 years old, marked as 'Leerplicht' (compulsory education).</li> <li><b>BSO</b> (Basisschool Opleiding): 12 to 14 years old.</li> <li><b>KSO</b> (Kwalificatie School Opleiding): 14 to 16 years old.</li> <li><b>TSO</b> (Tweede Secundaire Opleiding): 16 to 18 years old.</li> <li><b>ASO</b> (Algemene Secundaire Opleiding): 16 to 18 years old.</li> <li><b>Hogeschool</b> (University of Applied Sciences): 18 to 20 years old, leading to a Bachelor's degree.</li> <li><b>Universiteit</b> (University): 18 to 22 years old, leading to a Bachelor's degree.</li> </ul>         Arrows indicate that graduates from BSO, KSO, TSO, and ASO can enter the <b>Arbeidsmarkt</b> (labor market) or <b>Kunst</b> (arts). Graduates from Hogeschool and Universiteit can also enter the labor market or continue to higher education.       </p>	
<p>List of services not directly linked to education (e.g. providing food): who is responsible for it?</p>	<p>Providing food</p>	<p>Students/parents</p>
<p>Transport between home and school</p>	<p>Transport between home and school</p>	<p>Students/parents</p>
<p>After school activities</p>	<p>After school activities</p>	<p>Students/parents</p>
<p></p>	<p></p>	<p></p>



What are schools allowed (not allowed) to do (hiring staff, decide wages for staff etc)	Schools responsibility: Hiring staff Which teacher gives subjects to which class Not: Deciding wages
How is the grading system working	During school year, students have to take small tests. On every test, the student gets a grade. In December and June, students take exams. At the end of June, all these marks are added to an overall mark for each subject. Then, teachers decide if the marks are good enough to go to the next year (student gets an A). If the student can go to the next year, but he has to change specialization, he gets a B. If the student has to double the same year, he gets a C.
How are schools funded? (depending on number of students? ..)	Schools are funded, depending on the number of students. The number of students is determined on the 1 <sup>st</sup> of February. Pupils in vocational training generate more resources than pupils in general education. Pupils in technical education are in between. Concerning available hours: departments within schools or schools in school communities can transfer hours.
How is the way to university (third level education) organized?	When a student graduates in the 6 <sup>th</sup> year of a general or technical specialization (6 ASO or TSO), he gets the general certificate of education. With this certificate, he can go to university or college. In vocational studies, pupils need to take an additional 7 <sup>th</sup> year to earn the general certificate of education.

### Organisation of our school

Kind of school	Secondary school					
Number of departments	11					
Age of the students	13-19					
Number of classes	48					
number of teachers	Fulltime:	80		Parttime:		15
Number of pupils:	All	317	Male	262	Female	55
Distribution of grade-point-average						
Pupils with migration background	12	Distribution of grade-point-average				



Pupils with ethnic background	46	Distribution of grade-point-average	
number of supporting persons	15 (8 FT, 7 PT)	Which functions?	Administration, student-mentor, project-coordination
number of external supporters	4	Which functions?	Social worker, student counsellor
Parent evenings	How organized (for the whole school, for one class, individual, ..) For the whole school: 3 times a year, parents can talk with every teacher they want to meet, about the grades and the behaviour of the student. On individual bases, parents and/or school can arrange a meeting if necessary.		
quality management in school	how is it organized? Evaluation of teaching methods? Evaluation of learning progress of students? ...		
List of responsibilities	Responsibility		Who
	absenteeism - analyze		Adjunct director
			Student coach
			Administrative assistant
organisation of timetable (free period, blocked subjects, ..)	1 teacher / headmaster supervises		

### International projects

number of current international projects	2
number of completed international projects	7
number of teachers involved in the projects	15
number of international partners	5
number of individual pupil mobilities	3 (this year), 7 (in the past)

### Curricula per year

number of subjects

kind of subjects

number of lessons per subject

number of competences (modules) per subject

anchoring social skills (self-assurance, self-confidence, ...)



own subject?

anchored in all/some subjects

anchoring business soft skills (presentation, moderation, conflict-management)

own subject

anchored in all/some subjects

anchoring ICT skills (using basic software tools)

own subject

anchored in all/some subjects

ECDL?

Example: 5<sup>th</sup> year industrial sciences

<b>BASIC</b>	<b>SPECIFIC</b>
Geography (1h)	Chemistry (2)
History (1h)	Physics (2)
English (2h)	Mechanics (4)
French (2h)	Electronics (1)
Dutch (3h)	Electricity (4)
Sports (2h)	Internship (2 weeks)
Religion/ethics (2h)	Industrial IT (2h)
Mathematics (6h)	
Talentmodules	

Overview: <http://pro.g-o.be/pedagogische-begeleiding/secundair-onderwijs/leerplannen-en-lessentabellen-secundair-onderwijs>

During secondary education students are also working on cross-curricular skills, including social skills, civic skills, ICT skills, etc. By the end of their secondary education, pupils should have worked at least once on every skill.

More info: <http://www.ond.vlaanderen.be/curriculum/publicaties/voet/voet2010.pdf>



## Early School Leaving

Definition: Early school leaving in Europe

Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years<sup>2</sup>.

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### Early-School-Leaver-Rate of the country and if possible similar schools

(→ ministry of education?)

% of students leaving school (age 18+) without a degree of secondary education.

	2011	2012	2013	2014	2015
Total	12.3%	12%	11%	9.8%	10.1%
Male	14.9%	14.4%	13.2%	11.8%	11.6%
Female	9.7%	9.5%	8.7%	7.7%	8.6%

### Early-School-Leaver -Rate of school

Each information should gather for each department five years back

	2011	2012	2013	2014	2015
number of pupils leaving the school	5	1. 3	1	1	4
per level	10	2. 18	18	12	8
	13	3. 7	9	10	4
	Tot. : 28	Tot. : 28	Tot. : 28	Tot. : 23	Tot. : 16
number of lessons missed					
after doubling					
without doubling					
number of pupils doubling a class					191
number of negative marks per pupils leaving school					
distribution of gender of the pupils who leave/double					Leave F: 1 Double F: 18 M: 173





									M: 15	
distribution of the pupils to different ethnic groups (migration-background, ...)										
distribution of grade-point-average from former schools of the pupils who leave/double	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	
distribution of gender of the pupils who leave/double										

### Parent working (per school year)

number of information evenings	5	
	average of parents participation at information evenings	15
	participation of parents grouped by ethnic groups (if possible)	No data
number of individual advice meetings for parents/students overall	3	
number of written parent information	On average: 25 per pupil (information letters, individual letters, report cards)	

### Sanctioning

What kind of sanctioning in school? (e.g. inhouse-suspension, stickers (red/); extra time in school; ..)	Written note in schooldiary Extra homework Extra time in school (1h – 3h) Inhouse-suspension (1day -> 3days) Outhouse-suspension
Who is sanctioning in school?	Deputy headmaster Secretary / teachers
Is sanctioning good/bad/helpful? → Experiences	Depends on the case. Sanctioning takes a lot of energy and effort of schoolstaff. The eventual positive effects



	of sanctioning are much too low in comparison of the amount of effort put into it. example: pupils have one hour of detention if they 're late at school, this sanction has no effect on some pupils. They continue being late at school and do their detention.
What sanctioning is effective?	

### Weak/poorly performing students

How do you detect these students? (systematic/by chance?/by school records – primary school)

3 times a year, teachers have a formal meeting, discussing the grades of pupils. Pupils with low grades get extra help (remedial tutoring) and parents are notified.  
Every teacher uses formative assessment in order to track pupil's progress in their subject.  
Twice a year (December, June), there is a summative assessment (exams).

### Support available / next steps?

Remedial tutoring by teachers, this is evaluated at the next teacher-meeting.  
Pupils can voluntarily look for external support.

### When do you detect poorly performing students?

During formative and summative assessment, continuously during lessons.

### Prevention

see own questionnaire



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