

St Theresa School



SCHOOL DEVELOPMENT PLAN

2021/2022

THE SCHOOL PROFILE

School Vision

Our school vision is to build on existing strengths, thus providing a safe and stimulating environment where children are happy. The school community is committed in an education conveying love and tolerance towards others, not forgetting our faith and social responsibility.

Mission Statement

Saint Theresa School, a mixed primary school run by the Carmelite Missionary Sisters of Saint Theresa of the Child Jesus, provides the moulding of children's character primarily in the love of God and of neighbours. We provide a safe, happy atmosphere and give special attention to our pupils' emotional needs. We create a caring climate within which we provide a holistic education. At the same time, we establish links with parents in order to foster supportive parental involvement and we endeavour to encourage students in developing a positive attitude towards themselves and to appreciate and tolerate others. We especially do this through the Carmelite spirituality and the teachings of Saint Theresa of the Child Jesus and our founders. Blessed Maria Crocifissa Curcio, our foundress used to urge the sisters to love children and work towards the well-being of youth. She used to say 'liberare l'oro dal fango' (free gold from the mud).

Commented [MP1]: Too long??

THE SCHOOL CONTEXT

Contact Details	
Head of School	Sr Lucy Vella
Assistant Head	Ms Maria Portelli
Web Address	http://www.sttheresaschoolgozo.com
Email Address	info@sttheresa.edu.mt
Postal Address	Dr Anton Calleja Street, Kerċem Gozo, KĊM 1110.
Telephone	21565650/21556347

Learner Data		
Class	Number of pupils	
	2019-2020	2021-2022
Kinder1 – 2 classes	24	24
Kinder2 – 2 classes	23	24
Year 1	20	24
Year 2	25	24
Year 3	25	22
Year 4	25	24
Year 5	26	25
Year 6	24	25

Teaching Staff Data		
Position	Number of Employees	
	2019-2020	2021-2022
Head of School	1	1
Assistant Head	1	1
Teachers	6	6
Complementary Teacher	1	1
KGEs	4	4
LSE 3	n.a	4
LSE 2	10	8
LSE 1	1	1

External Support Staff Data	
Position	Number of Employees
Service Manager for Gozo	1
Subject teachers	4 **
INCO	1
Literacy Support Teacher	1
Numeracy Support Teacher	1
School Councillor	1
Social Worker	1

**** Scholastic year 2021-2022,
Subject teachers send Virtual
lessons via email, for Class
teacher to follow through in
class.**

**Ms Jacqueline Cefai, ICT
Subject Teacher designated for
our school.**

Non-Teaching Staff Data	
Position	Number of Employees
I.T. Technician (Part time)	1
School secretary	1
Cleaners (Full time)	1
Cleaners (Part time)	1

School Facilities and Initiatives
Eko-Skola
Students' School Council

SCHOOL EVALUATION AND DEVELOPMENT PROCESS

Scholastic Year 2018/2019

SDP Day

20/05/2019 – Action plans – Mastery in Maths – Ms Pamela Griscti Soler (Head of Department, Head of Curriculum)

CoPE Sessions

12/02/2019 – Digital literacy – Ms Natalie Calleja Lombardi (Digital Literacy Support Teacher, Primary)

2/07/2019 – Catholic ethos in church schools – Sr Alexandra Chircop (Service Manager for Pastoral Care)

CoPE Sessions

Safeguarding of Minors – Fr Joseph Farrugia

30/10/2018

30/01/2019

3/04/2019

Scholastic Year 2020/2021

CoPE Sessions (online)

22/09/2020 – Pastoral Care – Sr Alexandra Chircop (Service Manager, Pastoral Care)

30/03/2021 – Pastoral Care & Team building talk - Sr Alexandra Chircop (Service Manager, Pastoral Care)

30/06/2021 – Pastoral Care & Team building talk - Sr Alexandra Chircop (Service Manager, Pastoral Care)

14/12/2021 – Literacy – The three reads – Year 1 educators & Complementary teacher.

26/05/2021 – Literacy – RWI programme (all educators)

SDP Day

01/07/2021 – Revision of previous SDP & Action plans

CoPE Session - Inclusion

02/07/2021 – Revising Inclusion Practices in Primary Church Schools – Ms Georgette Bajada (HoD Inclusion)

INTERNAL EVALUATION

Information was gathered through the following sources:

- Classroom observations by **SMT**
- Results from continuous assessments
- Results from summative assessments
- Verbal feedback from **parents**

Commented [MP2]: Observations in class 2020-2021 couldn't be carried out, because of COVID-19 protocols in place for schools.

Commented [MP3R2]:

Commented [MP4]: A short questionnaire was sent to parents via Google forms in June. We had 92 responses.

EVALUATION OF ACTION PLANS

Action Plan – Scholastic Year 2018/19

Key Area: Teaching and Learning

Group work (Years 1, 2 and 3) – To work towards active learning through collaborative and cooperative learning.

Based on the results of the evaluation questionnaire relating to this Action Plan, it was found that the teachers did observe and gather concrete evidence in order to pair or group students according to ability. Group work took place on an average of once daily. On the whole, the teachers were satisfied with these group work sessions and they observed that the children were motivated and enjoyed them.

When asked if the targets of the Action Plan were reached, the teachers claimed that they were, but that there was still room for improvement and further implementation. The teachers also showed an interest for further training in this area in the near future.

Through the questionnaires, the teachers claimed that they would benefit from PD sessions regarding the following:

- Peer assessment in practice;
- How to put LOFs in practice in class;
- Effective ways on how to use group work in class.¹

¹ SfCE – CoPE02 – Cooperative Learning

Group work (Years 4, 5 and 6) – To work towards active learning through collaborative and cooperative learning.

During group work the teachers paired the students so that the weaker student/s were supported by the stronger students. This strategy was found to be quite successful. Teachers noted that discussing the success criteria prior and after each lesson was also positive.

Not all teachers assigned roles to the different group members. Those who did noted successful results. Peer assessment was carried out on average of three times a week. The partners were changed regularly and mostly used the success criteria to assess their work and to provide feedback on their peer's work.

Enquiry-based learning was encouraged during the introduction of new topics. The participation level of the students was quite high and they enjoyed sharing their ideas.

All in all the teachers felt that the targets of this Action Plan were reached, however they also believed that they would benefit further from future training.

Through the questionnaires it was noted that teachers would benefit from PD sessions about the following:

- Peer assessment in practice;
- Effective ways on how to use group work in class.²

² SfCE – CoPE02 – Cooperative Learning

SWOT Analysis

Sources of Information for:

- Current school context, including school population and resources
- Classroom observations and outcomes
- Academic results
- Evaluation of previous action plans
- Reflection on national standards and policies
- SDP meetings
- Curriculum time/department time
- Feedback gathered during parental meetings

SWOT Analysis 2019-2020	
Strengths	Weaknesses
<ul style="list-style-type: none"> ➤ Small school therefore we know the pupils individually; ➤ Only one class per year; ➤ Hard working staff – head, assistant head, teachers and LSEs; ➤ Ongoing activities at class and school level. 	<ul style="list-style-type: none"> ➤ Lack of human resources for example when a teacher is sick or on maternity leave; ➤ Lack of hands-on opportunities due to lack of resources; ➤ Contrasting views re assessment; ➤ Lack of updated and revised policies.
Opportunities	Threats
<ul style="list-style-type: none"> ➤ Support from Secretariat officers; ➤ Support from parents; ➤ Pupils treat us as a point of reference. 	<ul style="list-style-type: none"> ➤ Lack of support from parents (parents in denial); ➤ Large number of pupils in class; ➤ School premises – lack of space especially for resource rooms.

SWOT Analysis 2020-2021

Strengths	Weaknesses
<ul style="list-style-type: none"> ➤ Educators adapted well to the situation and to the technological challenges; ➤ As a school we adhered and adopted well to all Covid protocols; ➤ Online teaching during lockdown can be considered as a success; ➤ Teamwork; ➤ Innovation for teaching and learning at this particular year. 	<ul style="list-style-type: none"> ➤ Covid protocols altered teaching and learning:- such as no group works, no displays, no sharing of resources, etc, etc; ➤ It all came suddenly and educators didn't have time to prepare and get used to the new system; ➤ Sometimes, there was lack of communication within the school between SMT and educators and vice versa.
Opportunities	Threats
<ul style="list-style-type: none"> ➤ Most students adapted well to the new alternate, online experience; ➤ Everyone (educators, parents & students) became familiar with the new digital tools, teaching and learning apps. 	<ul style="list-style-type: none"> ➤ Lack of support from Secretariat officers (due to Covid restrictions); ➤ Uncertainty due to Covid cases, measures and protocols. ➤ The level of uncertainty was a great stressor as no one knew what was going to happen; ➤ Masks hindered communication.

Commented [MP5]: COVID-19 brought a whole new perspective in Teaching and Learning. What have we learnt? Some new practices are here to stay. They must be adopted throughout, from now on. What can we list? What were COVID-19 advantages and disadvantages and effects on teaching and learning? What is the way forward?

Commented [CA6R5]: I would include 3 of each (if you have them)

School Development Action Plan				
KEY AREA: TEACHING AND LEARNING				
Priority Development Target	Developing independent problem-solving skills in mathematics			Link to strategic education framework
Success Criterion/Criteria	<ul style="list-style-type: none"> Increased concrete numeracy learning; Increased confidence in all students; Increased persistence at problem solving in all students. 			<i>Raising achievement in numeracy Strategy 1</i>
Implementation: Early years (K1 – Year 2)				
ACTION	Steps to be taken	Timescale	Coordinators	Monitoring and evaluation
Enhancing Implementation of a more concrete approach to problem solving	1. Identify learning outcomes that target reasoning skills (e.g. money, time).	June 2019 - September 2019	HoD – Ms Ylenia Marie Xuereb,	Sharing of identified outcomes in scheme of work, share lesson plans during staff development day at start of new year
	2. Develop learning activities using real objects that children use in everyday life.	September 2019	NST – Ms Aliceanne Micallef,	
	3. Observe what children like to use when playing and use this information in the numeracy activities (<i>Kinder Classes</i>)	October 2019 - March 2020	Head of School – Sr Lucy Vella	SMT lesson observation and feedback on specific actions.
	4. <i>Swop 2 and 3</i>		Assistant Head – Ms Maria Portelli	
	5. <i>CPA Approach.</i>		Class Teachers and LSE	

Commented [MP7]: In 2020 the Yr 1 introduced the no book approach, while the Yr 2 increased the amount of resources and way of Maths teaching considerably. Year 2 no book approach as well from 2020-2021. Kinder 2 – made use of sharepoint scheme as well.

Commented [CA8R7]: Kinder 2 used numeracy tasks as suggested by the SfCE Numeracy team. This was done to align the teaching practices in a more effective way to the NCF, deepening understanding of mathematical concepts in the very young to develop critical, problem-solving skills.

Professional development <i>No bec of Covid</i>	1. Introductory meeting to include the methodology in problem solving tips on how parents can help at home. 2. Set Meetings with Numeracy Support Teacher (NST) 3. Termly meetings with NST	Maths Mastery session – September 2019 Once a term During CT	SMT Teachers LSEs HoD – Ms Ylenia Marie Xuereb NST – Ms Aliceann Micallef	Reviewing action plans to self-evaluate progress at class and EY levels
Resources	Start building tool kit <i>Specification of Tool kit per class for handover</i>	September 2019	Teachers LSEs	
Parental Involvement	1. Introductory meeting to include the concrete numeracy approach and tips how parents can help at home- numeracy team. <i>To delete</i> 2. Follow-up meeting to give feedback to parents on progress of individual student with respect to problem solving. 3. Open day to include a mathematics stand with concrete examples.	Maths Mastery Session September 2019 Parents’ Day – November 2019 & March 2020 April/May 2020	SMT Teachers LSEs	Questionnaire in April 2020 to obtain feedback from parents on their confidence in helping their children and progress.

Commented [MP9]: Toolkit was introduced in October 2021

School Development Action Plan

KEY AREA: TEACHING AND LEARNING

Priority Development Target	Developing independent problem solving skills in mathematics	Link to strategic education framework <i>Raising achievement in numeracy</i> <i>Strategy 1</i>
Success Criterion/Criteria	<ul style="list-style-type: none"> • Increased confidence in all students; • Increased persistence at problem solving in all students; • Increased motivation in all students, especially those who find problem solving challenging; • Improvements in outcomes, both in terms of summative assessments and in reasoning of mathematical skills 	

Implementation: Junior years (Years 3 – 6)

ACTION	Steps to be taken	Timescale	Coordinators	Monitoring and evaluation
Enhancing/Reinforcement Implementation of a more concrete approach to problem solving	1. Identify problem solving learning outcomes per year and plan lessons using Bar method.	June 2019 - September 2019	HoD – Ms Ylenia Marie Xuereb,	Sharing of identified outcomes in scheme of work, share lesson plans during staff development day at start of new year.
	2. Identify problem solving lessons where mini white boards will be used.	September 2019	NST – Ms Aliceanne Micallef,	
	3. Plan for Maths Trail.		Head of School – Sr Lucy Vella	SMT lesson observation and feedback on specific actions.
	4. Implement Bar method – white boards.	October 2019	Assistant Head – Ms Maria Portelli	
	5. Maths Trail.		Class Teachers and	
	6. <i>CPA Approach.</i>			

		October 2019 - June 2020	LSE	
Professional development	<ol style="list-style-type: none"> Curriculum time meeting to plan tool kits. Curriculum time meeting to review action plan. PD sessions. Termly meetings with NST. 	<p>First Thursday of every month</p> <p>Once a term</p> <p>During CT</p>	<p>HoD – Ms Ylenia Marie Xuereb,</p> <p>NST – Ms Aliceanne Micallef,</p> <p>Head of School – Sr Lucy Vella</p> <p>Assistant Head – Ms Maria Portelli</p> <p>Class Teachers and LSE</p>	Staff expectations and notes for each session to obtain feedback on how CPD is proceeding.
Resources	<ol style="list-style-type: none"> Children are to bring their mini-white boards. Use online maths trails. Start building tool kit. 	<p>September 2019</p> <p>October 2019</p>	<p>Class Teachers</p> <p>LSEs</p>	<p>Head of School – Sr Lucy Vella</p> <p>Assistant Head – Ms Maria Portelli</p> <p>NST – Ms Aliceann Micallef</p>
Parental Involvement	<ol style="list-style-type: none"> Introductory meeting to include the concrete numeracy approach and tips how parents can help at home. Feedback to parents on progress of individual students with respect to problem solving. 	<p>Maths Mastery Session - September 2019.</p> <p>During the first class meeting for parents and during Parents'</p>	<p>Head of School – Sr Lucy Vella</p> <p>Assistant Head – Ms Maria Portelli</p> <p>Class Teachers and LSE</p>	Questionnaire in April 2020 to obtain feedback from parents on their confidence in helping their children and progress.

Commented [CA10]: Was there a change in this timeline? Did these actions take place 2020-2021? If so you would need to add a note here with the postponement of the timeline. As an assistant head, were you satisfied that these actions were part of SOW, actual observations (maybe online??) and evidence of children's work?

	3. Open day to include a mathematics stand with concrete examples.	Day – November 2019 & March 2020 April/May 2020		
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School Development Action Plan				
KEY AREA: TEACHING AND LEARNING – EKO-SKOLA				
Priority Development Target	To eliminate all single use items especially plastic bottles and unnecessary paper and plastic wrappings: <i>If you can't reuse it refuse it!</i>			Link to strategic education framework <i>Education for Sustainable Development</i>
Success Criterion/Criteria	<ul style="list-style-type: none"> • Setting up of an Action Team – Eco Committee; • Creating responsible adults with a better chance of having a decent planet to live on; • Children are knowledgeable about the fact that even recycling uses valuable energy and resources. Therefore, it is best to reduce or reuse first before you recycle; • Encouraging children to recycle as a way of teaching them about sustainability; • Visiting the Civic Amenity Site at tal-Kus. 			
Implementation: Whole School				
ACTION	Steps to be taken	Timescale	Coordinators	Monitoring and evaluation
To reduce plastic especially single use plastic bottles.	1. To eliminate all single use items during parties or events at school. <ul style="list-style-type: none"> • Children to bring reusable drink bottles; • Children to bring reusable plates. 	Christmas Parties, Bake and Sell and other food related activities.	Eko-Skola Committee Coordinators – LSE Ms Anita Muscat	Eko-Skola Committee, SMTs, Teachers and LSEs.

Commented [MP11]: All these were carried out successfully.
In 2020-2021, the School Garden Project was launched. All classes had their own garden plot where they were free to choose what to plant and of course take care and pride in their flowers, plants and crops. We also applied for the Green Flag Award in June 2021. It was successfully awarded as well. Well done to everyone involved!

	<ul style="list-style-type: none"> Children to bring reusable plastic container during the Bake and Sell Activity. <p>2. To eliminate the use of single use plastic bottles and encourage the use of reusable water bottles.</p> <ul style="list-style-type: none"> Children were given a reusable water bottle sponsored by Eko-Skola and the school. Eko Skola members to do spot checks during break time. 	<p>Started 2018 - ongoing.</p> <p>Daily routine in classroom. September 2018-ongoing.</p>	<p>and LSE Ms Doreen Borg</p> <p>Assistant Head Maria Portelli</p> <p>Class Teachers</p> <p>Class LSEs</p>	
<p>To reduce unnecessary paper usage at school.</p>	<p>1. To eliminate the use of unnecessary envelopes.</p> <p>2. To reduce the amount of paper notes sent home to parents/guardians.</p> <ul style="list-style-type: none"> To make use of social media to deliver notes or messages rather than hard copies. <p>3. To monitor unnecessary paper usage.</p> <ul style="list-style-type: none"> Duplex photocopying back to back rather than single sided when possible; To start collecting and using cereal boxes in Arts and Crafts' lessons, rather than buying and using A4 cardboard. <p>4. To consider purchasing paper and notebooks made from recycled paper and other eco-friendly supplies.</p>	<p>September 2018 – ongoing.</p> <p>First term 2019/2020</p>	<p>Eko-Skola Committee</p> <p>Coordinators – LSE Ms Anita Muscat and LSE Ms Doreen Borg</p> <p>Assistant Head Maria Portelli</p> <p>Class Teachers and LSEs</p>	<p>Eko-Skola Committee, SMTs, Teachers and LSEs.</p>

School Development Action Plan		
KEY AREA: SCHOOL ETHOS – PASTORAL CARE		
Priority Development Target	<p>To build a school community in a way that it can support each student to grow and develop and to engage with meaningful and successful learning. Moreover by getting to know students and promoting values such as respect, honesty and compassion throughout the whole school, keeping the Secretariat for Catholic Education’s motto for this year in mind; <i>“Let your light shine for others”</i>.</p> <p><i>Kif ser inwasslu l-ispiritwalita’ u l-karisma tal-kongregazzjoni tagħna?</i></p>	<p>Link to strategic education framework</p> <p><i>Education for diversity</i></p>
Success Criterion/Criteria	<ul style="list-style-type: none"> • Strengthening a positive and Christian school climate; • Enhancing teacher-student relationships based on trust and mutual respect; • Promoting a holistic development: each student’s physical, social, intellectual and emotional development; • The child’s self worth and self esteem is fully developed; • Setting up supportive relationships of good quality; • Creating responsible adults with a better chance of having a decent world to live in; • Reinforcing good relationships with oneself and others, grafted in Jesus Christ. 	
Implementation: Whole School		

Commented [MP12]: During scholastic year 2020-2021, we sustained this Key Area – Pastoral Care. On 30th March a COPE session day was held online, where Sr Alexandra delivered 2 sessions one on Pastoral Care and another one on Team building. A final COPE day is scheduled on 30th June continuing Pastoral care and Team building sessions.

Head’s Vision - Pastoral care: ghas-sena li gejja nixtieq li nintroducu formazzjoni ghal-istaff dwar il-Karmelitani (storja u spiritwalita’) biex imbaghad nghaddu ghal Karisma proprju tagħna. Ga kkuntattajt Patri Karmelitan għal dan.

Commented [CA13R12]: SR Lucy- semmi l-karisma f’sentenza jew tnejn

ACTION	Steps to be taken	Timescale	Coordinators	Monitoring and evaluation
<p>Strengthening pastoral care, so that students can develop positive self-esteem, thus enhancing their strengths and other protective factors contributing to their resiliency, as well as developing a sense of social cohesion that together can improve their overall health and wellbeing.</p>	<p>1. To enhance the well-being of students</p> <ul style="list-style-type: none"> • Take into consideration and embrace the advice from the sessions delivered last scholastic year by Sr Alexandra Chircop, Service Manager for Pastoral Care. <ul style="list-style-type: none"> →Reminders in Assembly; →Posters in Notice Boards around the School; →Reinforcing positive messages. • Communicate with respect to each other as an example to our pupils, especially being a Church School. Keeping this in mind by using a positive communicative attitude with each other, whether staff to staff, staff to pupils or staff to parents. <p>2. Think inclusion not integration or (worse) segregation.</p> <ul style="list-style-type: none"> • Acknowledge that everybody is different and has his/her own way of learning, abilities and limitations. • Arrange the classroom setting so that no child is highlighted or feels as though he/she is left out or different. • Be more vigilant and look out for the child who may have a problem or is struggling with certain issues. • Make sure that all children are included in all aspects of the classroom routine. 	<p>Term 2 and 3 of Scholastic Year 2018/2019 – ongoing.</p> <p>September 2019 – ongoing.</p> <p>September 2019 – ongoing.</p>	<p>Head of School – Sr Lucy Vella, Assistant Head – Ms Maria Portelli.</p> <p>Head of School – Sr Lucy Vella, Assistant Head – Ms Maria Portelli, INCO – Ms Georgette Bajada, Class Teachers and LSEs.</p>	<p>Head of School – Sr Lucy Vella. Assistant Head – Ms Maria Portelli.</p>

	<ul style="list-style-type: none"> • Give more opportunities to children with low self-esteem and low self-worth in order to increase their self confidence. 			
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Scholastic year 2020-2021

Literacy – RWI – Action Plan

In order to get the necessary training for RWI scheme, during school lockdown (March 2020), Year 1, Year 2 and Complimentary teachers together with Ms Maria Portelli AH, attended regular online meetings with Literacy teacher Ms Jennifer Dimech. (CT for kinder classes.) Year 1 implemented the RWI at the beginning of the scholastic year, however, because of COVID-19 restrictions, no grouping of different levels could be in place. All Kinder classes, have also started using the RWI sounds programme as well. We are also partners in an ERASMUS programme - ERASMUS+ Literacy Action Planning in Schools. (EC Project No: KA 229-074206). Termly meetings for Year 1 parents were also held online by Ms Jennifer Dimech, who also tested the pupils twice, once in January and in April. On the 26th May, all staff attended different Literacy CoPE sessions so that everyone gets a feel of what is really going on in Year 1 and what is RWI reading scheme about after all. End of year -Year 2 assessment. (Nov- CoPE – Yr 1)

LONGER TERM VISION AND STRATEGY

The Head's vision for school development

1. Creating independent skills in children for problem solving in mathematics;
2. Educating towards a better planet to live in. Recycling as a way of teaching about sustainability;
3. Building a school community where values such as respect, honesty and compassion are promoted.

Scholastic year 2021-2022

Literacy

- Consolidating RWI and No Book Approach gradually – **NUMERACY COPE SESSIONS 3RD DECEMBER 2021.**
- Lessons cross-curriculum not lecture style. Focus more on dialogue with students so that will become critical thinkers and speakers (something that is really lacking and noticed in Secondary School)
- Planning lessons cross-curriculum. Not everything is segmented and in pigeon holes.
- Students' Council.

Assessment

- More training and CT time with teachers regards effective and diverse continuous assessment

Commented [MP14]: -Il-livell tal-Malti fost it-tfal?
-Indahhlu Sistema vera u pratika ta' tagħlim hands on u b'mod partikulari cross curriculum. Nibqa' dejjem insostni li t-tfal m'ahniex nedukawhom għal hajja... u lanqas nifthulhom orizzonti biex jahsbu u jkunu krtici.
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CoPE SESSIONS PROGRAM

Scholastic Year 2019/2020

Theme	Proposed dates
Maths Mastery	Term 1 – 26/11/2019
Maths Mastery	Term 2 – 11/03/2020
LOs	Term 3

Theme – Safeguarding of Minors – Fr Joseph Farrugia
Term 1 – 30/10/2019
Term 2 – 29/01/2020
Term 3 – 22/04/2020

Others	
SDP day	06/04/2020
Team building day	07/04/2020

Scholastic Year 2020/2021

Theme – Pastoral Care – Sr Alexandra Chircop	
Term 1 – 22/09/2020	
Term 2 – 30/03/2021	
Term 3 – 30/06/2021	

Theme – Literacy – Literacy department SfCE	
Year 1 educators – RWI programme	14/12/2020
All educators – RWI programme	26/05/2021

Others	
SDP day – all educators	01/07/2021
Inclusion PD Session – InCO Georgette Bajada	02/07/2021

Scholastic Year 2021/2022

Theme – Assessment – Ms Marisa Bonanno Assessment department SfCE & Ms Angela Coppini	
Term 1	SLT online meetings
Term 2	07/01/2022 – all educators
Term 3	30/06/2022 ??

Theme – Literacy – Literacy department SfCE	
Term 1	SLT meetings
RWI programme	03/12/2021*
Term 3	21/05/2022*

Theme – Numeracy – Numeracy department SfCE	
Term 1	03/12/2021* and SLT meetings
Term 2	12/04/2022
Term 3	21/05/2022*
Term 3	04/07/2022

*full day CoPE
sessions for educators

School Development Plan SDP	
Term 2 SDP day	11/04/2022
Term 3 SDP day	01/07/2022

Training for educators in preparation for 2022-2023 LO Syllabi Years 1, 2 & 5	
Term 1	30/10/2021
Term 2	15/02/2022
Term 3	19/05/2022

Others	
Term 1	OTPC Training to educators in Junior Years
All Terms	Staff meetings
End of scholastic year	Team building day