

Duhovka Elementary

Annual Report 2013 - 2014

I.

Basic Information about the School

1. **The Official Name of the School:**

Základní škola Duhovka, s.r.o., Nad Kajetánkou 134/9, 169 00 Prague 6 – Břevnov

2. **The Director and Deputy Director:**

School Director: RNDr. Jindřich Kitzberger
jindrich.kitzberger@duhovkaskola.cz; +420 724 866 893

Deputy Director: Mgr. Michaela Paulová
michaela.paulova@duhovkaskola.cz; +420 776 308 957

3. **School Website:** www.duhovkaskola.cz

4. **The School and its Associated Parts with their Maximum Capacity** (as defined by the listing in the Register of Schools and School Facilities):

| | |
|-------------------------|---------------------------------|
| Lower Elementary School | 180 students from Sept 1, 2012 |
| After-School Center | 180 students from Sept 1, 2012 |
| School Lunchroom | 130 occupants from Sept 1, 2012 |

5. **Fields of study** provided by the school and listed in the Register of Schools

| School | Code | Name of the study field / program | maximum capacity of the study field / program | note (indicate if the study field has not been taught, is expiring etc.) |
|-------------------|------------|-----------------------------------|---|--|
| elementary school | 79-01-C/01 | elementary school | 180 | |

6. **Changes in the Structure of the Study Field/Programs** in comparison to the school year 2012 - 2013: none

7. **Places of Provision of Education or Other Educational Services** (state the name of the property owner in the brackets):

Nad Kajetánkou 134/9, 169 00 Praha 6 – Břevnov (The Municipal District Prague 6)

8. **A Brief Description of the Facilities of the Legal Person**

The School uses the premises owned by the Municipal District Prague 6 (the right of use as per the lease contract – 33 years). The building was previously in a condition that necessitated a complete reconstruction. The reconstruction has been carried out by the owner and the founder of the school in several stages. In the last few years, all classrooms and Družina (i.e. the After-School Center) rooms have undergone a complete

reconstruction and are currently equipped by above-standard teaching materials, aids and furnishings. This school year (Summer 2014), the following areas have been reconstructed: the school cafeteria and the kitchen, the art studio and storage rooms. Furthermore, old windows have been replaced by new PVC ones and the building has been thermally insulated. The facilities in all said areas were significantly improved (furnishings, bathrooms). The School is very well equipped with teaching materials (namely with specially-designed Montessori materials) and IT devices (there is a PC with the Internet at children's disposal in every classroom; we also have a set of laptops available for the 5th graders to do their school work). In terms of space, the school has at its disposal (as of August 2014):

- 7 classrooms (all newly reconstructed)
- children's cloakrooms on each side of the building
- a lunchroom
- 3 playrooms for the after-school program (the After-School Center has also been newly reconstructed)
- a gym
- an art studio
- a garden for children's free-time and leisure activities during breaks for recess and after school

9. **School Board** – the date of establishment, a list of members

The School Board was established on Dec 8th, 2005. This school year the number of its members has increased from 3 to 6: Ivana Janečková and Jan Blažek (on behalf of the founder), Michaela Paulová and Maria Bengoechea (on behalf of the teachers), and Ondřej Sedloň and Jana Matisková (on behalf of the parents).

II. **Personnel**

1. **Faculty**

a. **Number of Employees** (state data from the initial report)

| School | the principal and the deputy principal individuals in total | the principal and the deputy principal with full-time employment contract | internal teachers individuals in total | internal teachers with full-time employment contract | external teachers individuals in total | external teachers with full-time employment contract | teaching staff individuals in total | teaching staff with full-time employment contract in total |
|--------------------------|---|---|--|--|--|--|-------------------------------------|--|
| Elementary school | 2 | 2 | 13 | 13 | 0 | 0 | 20 | 20 |

b. Teaching Staff Qualification (data acc. to the first day of the initial report)

| School | number of teaching staff members | | total % out of the total number of teaching staff members |
|--------------------------|----------------------------------|----|---|
| Elementary school | qualified | 14 | 70 |
| | non-qualified | 6 | 30 |

c. Further Professional Development of Teaching Staff

| | QTY | Field of Study | number of participants | Institution |
|-----------------------|-----|---|------------------------|--|
| Seminars | | | | |
| Language Propedeutics | 1 | principles and possible use of language propedeutics at a first-stage elementary school | 1 | NIDV |
| Courses | | | | |
| Continuing Education | - | - | - | - |
| Montessori Method | 2 | Montessori Method | 10 | Duhovka Institute - internal training* |
| Time Management | 1 | Course for managers | 1 | Extima |
| GoogleApps Education | 1 | GoogleApps trainer and support | 1 | GoogleApps |
| CLIL Method | 1 | Application of CLIL method in teaching English | 4 | British Council |

* Regarding the professional development of our faculty, this school year the main focus was on the Montessori training which was (to various degrees) taken by all teachers as well as some of the after-school center staff and teaching assistants. In July 2012, a two-year Montessori training was launched at the end of which all participants will gain an international AMS certificate and completion of which is mandatory for all teachers in our school. In July 2014 one of the teachers started an international 9-12 Montessori training.

d. Language Education and Support

| Number of Foreign Language Teachers | | Total (individuals) |
|-------------------------------------|--|---------------------|
| | | 7 |
| out of which are | qualified (acc. to the Act No. 564/2004 on Pedagogical Staff) | 2 |

| | | |
|--|---|---|
| | non-qualified (acc. to the Act No. 564/2004 on Pedagogical Staff) | 5 |
| | native speakers | 6 |

All teaching staff members (with the exception of the native speakers) have the opportunity as well as the responsibility for their further development in English, not only because we are building a school with a bilingual environment where both languages are equal means of communication, but also because the ability to speak English is crucial for teachers' cooperation. English native speakers have the chance to attend the Czech language lessons.

2. Non-Teaching Staff

a. Number of Employees

| | |
|----------------------|------------------------------------|
| individuals in total | with full-time employment contract |
| 8 | 8 |

The Composition of Non-Teaching Staff:

| | |
|----------------------------|---|
| Kitchen staff members: | 3 |
| Office: | 2 |
| Making of Study Materials: | 2 |
| Maintenance/ Janitor | 1 |

b. Further Professional Development of Non-Teaching Staff

Office staff – English Course

III.

Information about Students and their Learning Outcomes

1. Number of Classes and Students

a. full-time education (data acc. to the initial report)

| School | Number of Classes | Number of Students |
|--------------------------|-------------------|--------------------|
| Elementary School | 7 | 107 |

Changes in the Number of Students during the School Year:

| | |
|--------------------------------------|---|
| - interruption of school attendance: | 0 |
| - returned after an interruption: | 0 |
| - left: | 0 |

- expelled: 0
- failed the grade: 0
- transfer from another school: 6
- transfer to another school: 13
- other (please specify): 0

2. **Student-Teacher Ratio in Classrooms** (data acc. to the initial report)

| School | Number of Students in Class in Average | Student-Teacher Ratio |
|--------------------------|--|-----------------------|
| Elementary School | 15,3 | 8,2 |

3. **Students with Permanent Address in the Region** (data acc. to the initial report)

| School | Region | South Bohemia | South Moravia | Karlovy Vary | Vysočina | Hradec Králové | Liberec | Moravia - Silesia | Olomouc | Parubice | Plzeň | Central Bohemia | Ústí nad Labem | Zlín | TOTAL |
|--------|--|--------------------------|--------------------------|--------------|----------|----------------|---------|-------------------|---------|----------|-------|-----------------|----------------|------|-------|
| | | Elementary School | total number of students | 1 | | | | | | | | | | 18 | |
| | newly admitted out of the total number | 1 | | | | | | | | | | 4 | | | 5 |

4. **Information about Students' Learning Outcomes** (after retaking exams and the final evaluation)

| School | | Elementary School |
|--|-------------------------|--------------------------|
| out of the total number of students: | Passed with distinction | 87 |
| | Failed | 1 |
| | Repeated the grade | 0 |
| Number of students assessed by 30.6. | | 99 |
| i.e. % out of the total number of students | | 99% |
| absence in classes per student in average | | 82 |
| out of which was unexcused | | 0 |

5. Admissions Process to the 1st grade of the school year 2013 - 2014

| | |
|---|----|
| Total number of Applicants | 58 |
| Total number of Students admitted | 29 |
| Number of students with postponed start of the compulsory school attendance | 0 |

6. Education of Students of any Different National or Ethnic Origin

The total number of foreigners according to the country of origin (acc. to the initial report) – see below. We have experience with the integration of foreign nationals and members of different ethnic minorities.

| | |
|---------------|---|
| Great Britain | 1 |
| Greece | 1 |
| Mexico | 1 |
| USA | 2 |

7. Special Education and Integration of SEN Students

Our highly individualized approach to the learning process naturally promotes education and development of young SEN learners. The teachers actually create individual lesson plans for each child and they work with them at their own pace, in accordance with their individual skills and talents. The system is thus well designed and offers a friendly environment for children with learning disabilities; the school is able, under certain conditions, to accommodate any possible disability. One of the key conditions is the ratio of SEN students per classroom so the teachers can manage their class without difficulties. That is why we carefully consider the number of SEN learners and the severity of their disability during the admission process, so the total number of SEN students does not exceed the ratio of SEN children represented in the population – a measure which guarantees that the school will be able to effectively assist the admitted SEN students and meet their needs. We are also able to educate and support children with severe disabilities such as autism and some of its forms. As for physical disabilities, however, our school - unfortunately - does not have wheelchair access.

Anytime a teacher observes certain difficulties that a child is experiencing with the curriculum, he/she can, first of all, contact and use the services of the school psychologist and/or special education teacher (depending on the nature of the matter). If the child is diagnosed with some specific learning disability symptoms, the school informs the parents about the possibility of a detailed examination at a pedagogical-psychological counseling center. Even if the parents do not choose this option, we continue working with the child in such a way that all his/her educational needs are met as much as possible (that means that an external examination is not necessary for a child's integration and for teachers and the psychologist to provide the child with individual support and .). However, if the counseling center confirms the occurrence of a specific developmental learning disability

(such as dyslexia, dysgraphia, dyscalculia, etc.) the student is enrolled in a special education teacher's program and is provided with some (usually 1-2 per week) extra classes of specialized support. In accordance with the concept of the school and the overall respect to the individual talents and impairments of all people, the fact of being enrolled in the special education program is not considered to be a handicap.

We have a very good experience with teaching assistants who support teachers' work and help with the learning process of SEN students. This school year, there were 2 assistants providing support to 2 children with disabilities (autism and Asperger Syndrome). Thanks to the work of assistants, the assistance to SEN children has improved and the teachers from the classes where these children are integrated feel much more supported in their demanding work.

The assistant has two roles. Good cooperation skills are required to assist the teachers in the classroom and - at the same time - the assistant is expected to take an active approach to work with the students based on his/her own in-class observations of the children and the teachers' work. The first activity follows teachers' needs and instructions; the second one is based on the assistant's own initiative, but every time both activities have to complement each other, not be in conflict. The criteria is decided by the teacher, but the general agreement is that as long as the teacher has no tasks he/she needs the assistant to do, the assistant works independently to support the ongoing activities in the classroom. The assistant spends some time actively observing to see what additional areas he/she can help with and presents his/her ideas to the teacher. The assistant's main partner is the teacher, which means that the assistant always approaches the teacher first if she/he has any questions. Suggestions and concerns shared by both the teacher and the assistant can be consulted with the special education teacher or the school psychologist. Another person involved in the process is the child him/herself. He/she informs the staff of his/her satisfaction with the assistance and staff's approach, of his/her needs, about things he/she would like to practice more and to a greater extent, and so on.

The everyday feedback is given online – i.e. at the present time – from the child to the teacher and the assistant; from the assistant to the teacher, and also from the teacher to the assistant.

As for the assistant's role, his/her primary objective is to assist the teacher, not to teach along. Fine-tuning of the division of responsibilities between the teacher and the assistant should lead to the overall improvement of the learning process. To be more specific, the assistant should be able to help the child to perform any task or follow any instruction given to him/her by the teacher by readjusting the task/instruction to the child's individual needs and by guiding him/her through the process. The assistant knows the child and his/her educational needs well.

The assistant not only actively participates in the learning process, but also in the process of personal and social development. The assistant takes part in various extracurricular and outside-of-school activities; these deepen his/her understanding and relationship with the children and also with the parents who are often present. The assistant and the teacher communicate with parents on regular basis and discuss the child's current needs.

Overview of children with special education needs according to the type of disability

| Mental | Physical | Visual | Hearing | Speech Disorder | Multiple | Autism | SLD ¹ | SBD ² | Total |
|--------|----------|--------|---------|-----------------|----------|--------|------------------|------------------|-------|
| 0 | 0 | 0 | 0 | 0 | 0 | 2 | 13 | 0 | 15 |

Note:

- 1) In the case of students who were included in the “autistic” group, one of them is actually diagnosed with Asperger Syndrome.
- 2) The data only show numbers of children officially diagnosed by the counseling center.

8. Gifted and Talented Students Education

Regarding the development of childrens’ talents, we do not keep any special paperwork relating to exceptionally gifted students and we invest our time into the direct work with them. In cooperation with their parents, we look for the most suitable ways to help the children’s development. One of the main characteristics of the school is a highly individualized approach to learning which makes it possible for us to have a smaller number of students in the classroom. The Montessori system thus enables a child to go through the curriculum naturally in accordance with his/her current skills and abilities and following his/her own desire to learn and move forward. Working with children and their talents and gifts is part of the professional work of every teacher.

9. Verification of the Achievement of Learning Outcomes

We have set up a school-wide system of monitoring students’ achievement of expected learning outcomes. At the end of each term, each class takes a test (in the sciences) which helps the teachers to assess how successful each student was in meeting the required standards. Additionally, every teacher has his/her own methods of continuous assessment and comparison of children’s performance. Keeping record of particular improvements serves as a basis for the preparation of the final verbal evaluation and shows the teacher which areas he/she should focus on in the next term. Parents are continuously informed about their children’s performance.

To know how successful our students are in comparison to other schools, we regularly participate in statewide testing which is organized by two institutions – Kalibro and Scio. This school year we took up the offer of Scio tests for the 3rd and 5th grade and Kalibro tests for the 3rd grade.

This year, we also joined the Cambridge English exams for the second time (or more specifically – the YLE exams). A total of 23 children took the test.

¹ SLD = Specific Learning Disabilities

² SBD = Specific Behavioral Disorders

The Comparative Tests Results for the School Year 2013/2014

When interpreting the test results, please be cautious and aware of the following:

- the test results can be influenced by various factors, e.g. prior preparation (many children have not taken such a test before), the given circumstances, a child's mental and physical condition, etc.
- the creators of the tests may have a slightly different idea of curriculum criteria, which may differ from ours (some lessons might be taught later)
- we have not measured children's skills, abilities and level of knowledge acquired prior to starting our school (we are unable to measure "the added value" - i.e. children's progress)
- SCIO tests were only taken by 176 schools statewide (i.e. by more or less 4%) and Kalibro tests by 133 schools; the results thus show our placement within the given range, including (theoretically speaking) rather schools performing above average (our placement among all Czech elementary schools would probably be far better).

The most useful information resulting from the tests is thus:

- A) a child's individual results in each area – this information is important not only for parents, but also for teachers and their work, as it clearly shows what the child has or has not yet mastered.
- B) class results in each area, in total – this information is especially important for the teachers in order to know where to direct their attention, and why children didn't perform so well in some areas
- C) in regard to the 5th grade – if and to what extent children have met the minimum standards required by the state

A. 3rd Grade Tests

At the end of the school year 2013/2014 the 3rd grade students took two written comparative tests designed by SCIO and Kalibro organizations. This report gives the overview of our school results compared to the other participating schools.

SCIO Test Results

SCIO tests covered 5 areas: the Czech Language, Mathematics, the English Language, Key Competencies, and Man and His World. All in all – i.e. taking all tests into account – **our school achieved average results compared to participating schools and reached a higher score than 50% of the other participants.** As to overall results in each area, the results significantly vary (the numbers show the percentage of schools surpassed):

| | |
|-------------------|----|
| Czech | 63 |
| Mathematics | 52 |
| English | 75 |
| Key Competencies | 36 |
| Man and His World | 27 |

The data above clearly show that regarding the areas of Czech, English and Math our school performed above average (with a similar results as last year), whereas in tests on "Key Competencies" and "Man and His World" (equivalent to our "Cosmic Education") the school scored well below average. Given that the test on Key Competencies reflects the level of general academic skills and the area of Man and His World tests students' general knowledge, the results can be interpreted in a way that the added value our school provides

is exceptionally high, given children’s abilities. However, as we know that the level of our children’s academic skills and general knowledge is generally high - especially in regard to cosmic education where majority of our students show deeper knowledge than required by the state standards - we are not able to interpret these data yet. It might be due to the unusual wording of the tests or children’s inability to work with such types of tests, etc. It is also interesting that when taking Kalibro tests in the same areas, our children scored far better.

Kalibro Test Results

Kalibro tests also covered 5 areas: the Czech Language, Mathematics, Cultural Studies, Science, the English Language. The overall results for each area go as follows (the first number indicates the average score of all schools in %, the second one the score of our school in %):

| | All schools (average) | Our School |
|------------------|--------------------------|------------|
| Czech | 55,4 | 58,8 |
| Mathematics | 50,1 | 64,5 |
| Cultural Studies | 60,9 | 62,8 |
| Science | 60,6 | 67,0 |
| English | 67,2 | 76,3 |

Generally, our 3rd graders **scored – out of all the schools tested - above the average in all areas**; with the highest score in Mathematics and the lowest in Cultural Studies.

B. 4th and 5th Grade Tests

During the II. term the 5th graders took 5 SCIO tests altogether (reading skills, life skills, general academic prerequisites (GAP), math and Czech). Most of the tests were taken on-line and the children could test their skills and knowledge this way for the very first time.

The 4th grade students tried to take only the test on reading skills (no other tests are available for this grade).

SCIO Test Results – Reading Skills

This test was different from the others as it is not designed as a comparative test (comparing all the participants with each other), but as a verifying one (verifying the achievement of certain given standard to which the results are compared). However, the information on the placement of our school among the other participants in this area is available. The test measured the ability to look up information in a text and to process and assess it. Based on the results, children could rank among one of the following levels: non-reader, beginner, explorer and discoverer. The other 2 levels (professional and specialist) are only intended for children from higher grades and the test designed for grades 4 and 5 did not tested them. Yet, it is very likely that some of our children would reach these levels.

73% of our 5th grade students reached the level of discoverer (all the other participants reached this level to 61% in average) and 27% of them reached the level of explorer (none of the participating schools scored lower than this; statewide average: 7%). All in all, the results can be considered to be far above average.

100% of our 4th grade students reached the level of discoverer (statewide average: 48%), so the 4th grade results can be viewed as exceptionally good.

SCIO Test Results – Life Skills

The test was designed the same way as the test on reading skills – i.e. it was also a verifying one. The individual levels were defined similarly to reading levels and the test measured children’s abilities in the following three areas: work with information, problem solving and relations and communication. In the area of work with information, 75% of

the children reached the level of discoverer (statewide average: 62%). The result is thus above average. In the area of problem solving, the level of discoverer was reached by only 25% of the children (statewide average: 33%), so this result is slightly below average. In the area of relations and communication 50% of our children reached the highest level (statewide average: 41%) and the result is thus above average. Overall, our yellow class did very well.

SCIO Test Results – Czech

With the results in the Czech language, our school ranked among the schools with results above average. The 5th-graders performed better than 60% of the other participating schools. When comparing these results with the results of the test on general academic prerequisites (GAP), we have found out that the students of our school use their full academic potential in Czech; that is – their test results correspond with the level of their academic prerequisites.

SCIO Test Results – Math

Our test results in math were high above average. We ranked among the successful schools and scored better than the 70% of the other participating schools. When comparing these results with the results of the test on general academic prerequisites (GAP), we have found out that the students of our school use their full academic potential in Czech; that is – their test results correspond with the level of their academic prerequisites.

Conclusions of the Comparative Tests

In spite of the fact that the evidence given by similar tests might be quite limited and only shows data relating to a student's success rate in performing particular tasks when compared to students from other schools, the testing helped us to find out that in terms of the key competencies – that is the learning outcomes for the 5th grade – Duhovka Elementary children do not lag behind the children from other schools in any way when it comes to the ability to solve tasks within core subjects. It can be said that the test results are above average, and they indicate that students who are finishing our school meet the standards required by the state curriculum.

Test Results from the Cambridge English Exams – YLE

YLE EXAMS 2014 - RESULTS

| | Reading and Writing | | | | | Listening | | | | | Speaking | | | | |
|----------|---------------------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 1 point | 2 points | 3 points | 4 points | 5 points | 1 point | 2 points | 3 points | 4 points | 5 points | 1 point | 2 points | 3 points | 4 points | 5 points |
| STARTERS | 0 | 4 | 4 | 5 | 2 | 0 | 0 | 0 | 4 | 11 | 0 | 0 | 0 | 0 | 15 |
| MOVERS | 0 | 1 | 3 | 3 | 1 | 0 | 0 | 3 | 4 | 1 | 0 | 0 | 0 | 0 | 8 |

1 point = need to improve a lot

2 points = needs to improve

3 points = many answers correct, but still needs to improve

4 points = majority of correct answers

5 points = very well, most of answers correct

Tests were taken by a total of 23 children, from this: Starters 15 children, Movers 8 children.

Conclusion:

Even though we need to take into account the fact that not all the students participated in the tests (signing up was voluntary and up to parents), the results can be considered very encouraging and correspond with our approach to language education. The children showed great success especially in communication skills (all of them got the highest score) which we consider a key competence for the grades 1 to 3. In addition, the students also scored high in the listening test (all results reaching the best and second best score). We also found out that a similar type of testing (internationally standardized) is a suitable complement to all the other methods of verifying students’ achievements and we want to continue with such tests in the coming years.

Students’ Success in Admission Procedure to Multi-Year Grammar Schools

The success of our students in the admission process to multi-year grammar schools (at the end of the 5th grade) is not considered as a crucial criterion reflecting the quality of our school, still – it is an important indicator of the level of students’ academic knowledge, abilities, and achievement of the minimum standards for the 5th grade which cannot be ignored. However, we need to realize that there are further criteria, such as student’s overall academic and personal skills, abilities and ambitions as well as his/her parents’ ideas about his/her education that play a significant role in student’s admission to further study at a secondary school.

The following table shows the results of admission process for the past 8 years:

| School Year | Number of students taking part in the entrance examination | Number of students admitted | Success rate in % |
|------------------|--|-----------------------------|-------------------|
| 2006/2007 | 6 | 6 | 100,0 |
| 2007/2008 | 11 | 7 | 64,0 |
| 2008/2009 | 11 | 11 | 100,0 |
| 2009/2010 | 10 | 9 | 90 |
| 2010/2011 | 12 | 12 | 100,0 |
| 2011/2012 | 15 | 14 | 93,3 |
| 2012/2013 | 14 | 12 | 85,7 |
| | | | |

In the last school year 2013 – 2014, the last of the “non-Duhovka” grades (that is a grade that had not started as a bilingual Montessori class) left the School. The class was formed by 8 students only, that is why the statistics of their results in admission to secondary schools would not be highly relevant. Out of these 8 students, 6 applied to high schools – one girl to a dance school (and was admitted) and 5 others to multiyear grammar schools (4 of them were accepted). 3 children were admitted and continue their study at the Duhovka High School.

10. School Curriculum

The school followed the Duhovka Elementary curriculum for grades 1 – 5 which had already tested well with all grades. In the coming years the curriculum will be modified namely due to the implementation of the Montessori program and to support the English language education. However, no fundamental changes in the structure or the composition of the curriculum for each grade are expected, with the exception of English.

11. Language Education and Support

| School (facility) | Language | Number of students |
|-------------------|----------|--------------------|
| Elementary School | English | 107 |

The English language education is ensured by the hours allotted in the school curriculum and begins in the 1st grade. In grades 1 – 4, the English language was taught on an individual basis as part of the newly established Montessori program which supports a bilingual environment and was integrated into other areas of study (the CLIL³ method). The classes are taught by native English speakers who create opportunities for students to communicate in English. Our final goal is a natural integration of the English language into the overall learning program of the school and the creation of a bilingual environment.

The main feature of the Duhovka bilingual program is to naturally expose children to a foreign language. We therefore aim to create a bilingual environment where each child gets everyday experience with English. This aim is primarily achieved by the standard presence of two teachers in a class – Czech and English. Children are guided by both teachers through the whole school day, each of them works with the children individually, meets them, helps them, and thinks with them. Both teachers work with them through the whole curriculum (except for language lessons of course, which are thought by the relevant teacher). Children can communicate during the whole day both with the Czech and English teacher, ask them questions, requests, tell them their experiences, talk to them, learn new information and skills or just listen to them. The English teacher talks to children not only during lessons, of course, but also during snacks and lunches, on school trips and at events outside of the school and at School in Nature and other occasions. By doing all this, English gradually becomes a natural part of their life; they are getting used to it as a mean of communication, they listen to the sound of a foreign language, learn not to be afraid of it, learn words first, and then whole sentences... Children subsequently learn not to be afraid to communicate with someone when they do not understand everything he or she says and most of all they learn that by venturing into the unknown they gain a lot. In doing so, they will be better prepared to accept challenges in life which almost always require the courage to start something new and unknown.

It is important to emphasise, though, that the bilingual environment in our school does not necessarily mean that both languages are used in lessons equally. We are a Czech school integrated into the Czech school system, so we meet the requirements given by the state and we educate our students according to the standards given by the state. Therefore, we

³ CLIL = content and language integrated learning

avoid being labeled a "bilingual school" and we use the label "school with a bilingual environment". We offer many opportunities to our students to be exposed to English, although it is unrealistic to expect that a child will communicate in English and in Czech in equal measure. Similarly, it cannot be presumed that children will be fluent in English after half a year. The development of language skills is very individual and it depends a lot on the previous experience a child has with the foreign language. An English teacher needs to find a way to the child first. Gradually he or she addresses the child, tries to make a connection with him or her, eliminates fear, and wins trust. The basic vocabulary essential for involvement in the learning process is built. A child gets used to the fact that he or she cannot use Czech to communicate with the teacher. It all requires some time. However, the fact that a child does not try to speak or start a dialog does not mean that he or she does not perceive the foreign language, or that he or she is not affected by it. Sometimes the results come after a long time but there is no doubt that children are gradually being prepared for the fact that communication in English is natural and safe for them.

The children themselves contribute to creating the bilingual environment in school. We try to have several native speakers in every class, which means children of foreigners or children from bilingual families. Other children already have rich experience from kindergartens (e.g. those who attended our Duhovka preschool). This makes it possible for English to be heard in every class as often as possible. Children listen to each other and learn from each other, which is further supported by our model of mixed-age classes. Of course this model is demanding for our teachers, who have to work individually with every child to encourage his or her personal development

Gradually, we are trying to develop a bilingual environment in our afternoon clubs as well. Currently, we have several clubs conducted in English, in addition to the youth club where there are several educators communicating with the children in English.

IV.

School Activities and Events

Promotion and Public Relations

1. Education and Career Counseling

Our style of work and a small number of students in the classroom make it possible for a highly individualized approach to solving educational issues as well as advising children on their future studies. In most cases, the needs of both children and parents are met by the class teacher him/herself.

Nevertheless, there are two school psychologists working at our school who provide the children, the teachers, and the parents with the necessary support and facilitate the cooperation with the pedagogical-psychological counseling center. Additionally, they offer consulting services to the administration regarding the solution to any educational or behavioral issues.

2. Prevention of Socially Pathological Behavior

As we are only a primary school offering the first stage education (grades 1 – 5) and just have a small number of students in the classes (max. of 16 – 18 children), the prevention is primarily part of the overall education strategies of the teachers who act in accordance with the school curriculum. If necessary, they can consult the school psychologist. Part of the prevention process is also a close cooperation with the parents of the children.

3. Ecology and Environmental Education

The children from each class participate in various projects which promote environmental education (e.g. trips to the EcoEducation Center Toulcův Dvůr in Prague 10 which are very popular among children as well as teachers). Furthermore, different events outside Prague offer another great opportunity for eco education (School in Nature). The children are encouraged to recycle.

4. Multicultural Education

A multicultural approach to education is one of the central pillars on which the whole Duhovka educational system is built. Our school and our school community have been experiencing gradual growth in the number of students and adults who come from different countries or have long-term experience with foreign cultures. The basis of the multicultural education is the creation of a Czech-English environment. This environment allows for further development of activities that are aimed at meeting and understanding different cultures and respecting them.

5. School in Nature, Outside-of-School Education, Field-Trips, Sports Courses

This school year, the two following events were held:

- **School in Nature** – school-wide (all classes)

| | |
|-------------------------|------------------------------|
| Destination: | Pec pod Sněžkou |
| Number of Participants: | 75 + 10 future first-graders |
| Primary Focus: | general |

The future first-graders took part in this trip as well which had a very positive influence on their social integration with the school.

- **Personal and Social Education Course with Swimming** (grades 1 – 3)

| | |
|-------------------------|--|
| Destination: | Nymburk |
| Number of Participants: | 57 |
| Primary Focus: | swimming lessons, work on cross-curricular themes within personal and social education. Swimming lessons were organized by the school Swimming Andrea; |

additional programming was organized by the teachers of our school.

6. Extracurricular Activities (not related to classes)

Afternoon clubs, courses, etc. (hobbies, sports, humanities) offered to students and organized by the school – for quantity, primary focus and number of participants, see below:

Afternoon Clubs

The afternoon clubs come right after the end of children's classes and the transition from the classroom to clubs is coordinated by the After-School Center staff and the club leaders. The types of activities offered vary: children can choose from art, music, and sports up to experiential activities. The music clubs are run on an individual as well as group basis, thus meeting the individual needs and skills of every student. Many of the clubs are "English friendly" and make it possible for the children with poor(er) command of Czech to participate. The works that had been created in the art class were displayed at the Festival Duhovka exhibition traditionally held in spring in the Pisecka Gate and were also used for the making of the School Calendar 2014.

| Afternoon Club | Number of Children | Primary Focus |
|------------------------|--------------------|---|
| Sports | 8 | Sports games in general, namely ball games, etc. |
| Skillful Hands | 14 | Handcrafting |
| Art Class | 25 | Art techniques except for pottery |
| Yoga | 8 | Teaching basic yoga positions to children |
| Modern Dance | 11 | Dance basics |
| Science is Fun | 12 | Introduction to Science in the form of experiments |
| History of Art | 6 | Understanding art, history of art |
| Pottery Class | 19 | Basics in working with clay |
| Flute | 7 | For beginners as well as advanced players |
| Piano | 13 | For beginners as well as advanced players |
| English Club | 9 | English only; development of language skills through games |
| Little School of Chess | 7 | A method developing logical thinking in children based on the game of chess |
| Floorball | 18 | Floorball basics; proper warm-up and stretching; team play |
| Self-Defence | 11 | Self-defence basics - Wing-Tsun martial art |
| Singing | 8 | Basics in music and rhythmic, singing in a choir |
| Weaving | 6 | Weaving techniques |

After-School Center („the Družina“) Activities:

- **Mediterranean Project** - The Mediterranean theme made us feel like being still on summer holiday and we made a great use of long afternoons in the garden.
- **Autumn Olympics** - In October, all children participated in the Družina Olympics - an uninterrupted cycle of various sport events comprising all possible as well as totally impossible disciplines ☺ Our goal was not to compete, but to enjoy common growth, to taste as many movement activities as possible, to learn to cheer for and support the others, and to have fun with even less traditional games.
- **Beauty Week** - A time of systematic as well as unsystematic facial and hair decoration. This time, we spent a whole week with this activity and used not only make-up, but also face paints, and children could enjoy a jewelry and scent corner...
- **The Hut** - For those who love less culturalized nature, the Družina built – with the help of school janitor Filip – a little nest for kids to play. It is called *Chýše U Chřestýše* (The Hut by the Rattlesnake).
- **African Cabinets** - As part of settling into new Družina spaces, we got busy with decorating any free area we could possibly find. And so, thanks to all the little artists, all walls and boards as well as doors and cabinets came one by one to life. This time, the most popular activity turned out to be waxing the African cabinets. It is now very easy to tell apart the cabinet of each Družina teacher thanks to the pictures depicting them as various African characters.
- **Christmas Workshop** - Traditional handcrafting of Christmas gifts and decorations
- **Winter Project “Bohemia, the Beauty; Bohemia, My Home”** - On January the 6th, the Družina started a game called *Čechy krásné, Čechy mé* (Bohemia, the beauty; Bohemia, my home). Every day, children had the opportunity to try and participate in activities related to this theme and gain groschen for their house. Part of the game was also a Carnival of Famous Czech Personalities (rulers, inventors, artists, legendary characters, etc.) which took place on Friday March the 7th. The whole event climaxed on Friday March the 28th with a fair where children traded goods with each other, and gathered not only some little arts and crafts to take home, but also a lot of rewarding and inspiring experience.
- **Carnival** - As part of the three-month-long game “Bohemia, the Beauty, Bohemia, my Home” the Družina organized a Carnival for famous Czech personalities which took place on March the 7th, 2014. Since lunch, various Czech personalities such as Grandfather Knowitall (*děd Vševěd*), the fairy Amalka, Bear Kulička, Klapzuba’s Boys as well as Božena Němcová or Bolek Polívka, etc. started to gather in the Družina.
We also witnessed some family reunions: Charles IV. met with his father John Luxembourg and wife Elise, Prince Bruncvik got together with the lion and his beautiful princess, and there was a small gathering of John Žižka :). The visitors had fun playing various traditional sweet Carnival games and to add some more groschen to their baskets as part of the winter game they could join some unusual activities such as the Realignment of Žižka’s troops, Golem’s Blowing game, Rübezahl’s (*Krakonoš*) blowout, Fishing with the Queen Koloběžka I., and First-republic dance with Adina Mandlova. In addition, we could enjoy an all-time party hit – a “Coctail Bar” with fruity delights. We voted for the most popular costumes, were dancing like devils, the balloons were popping, and hundreds of pictures were taken.
- **The Fair** - As a culmination of the three-month-long game during which the children were discovering the beauties of Bohemia and its rich history, the children could visit a traditional fair with various attractive stands such as SKILLFUL HANDS – arts & crafts made by the children; YUMYUM with yummys

or BIG OOOOH with some small rewards and treats. Everybody was shopping like crazy and the air smelt of bath salt and gingerbread.

- **April Threading** - To mark the April Fools' Day we enjoyed a special athletic track in our garden – spinning, threading, jumping, drawing lots from a hat...
- **Easter Workshop** - Traditional spring workshop – this time with making of willow wreaths and Easter whips and playing Easter roulette with Czech superstitions or Danish traditional game...
- **Earth Day** - Družina followed up the school-wide celebration of the day with loving tending of the garden: together with the children we did some gardening, sowing and planting. We set up a Družina's flower bed and planted a new willow tree house for the children. Now we just need to wait few more years for the house to grow :)
- **A Week of Horror** - Searching with your bare hand in a bottle full of "filth", weaving your way through a spider's web, throwing away your fear into the Chalice of Fear, flying a broomstick, feeding your belly up with a Sweet Mash or sitting by the Witches Fire... this year we spent a bit more days celebrating the Czech tradition of The Burning of the Witches and pretty much enjoyed it.
- **The Mother's Day** - Little Workshops to please all moms...
- **Soccer Tournament** – Various mixed teams competed on the pitch even despite the bad weather. The match between the Dragons, Sparta and 100% took place in a cheerful and peaceful atmosphere and to the joy and satisfaction of everybody involved – the players as well as the fans.
- **Children's Day** – It was actually a pre-celebration but we just couldn't miss out on this occasion ☺ We played Lolly on a Thread, On Strongmen and Name Game. The children could enjoy the Dance corner...

7. Contests

Success in contests, math olympics, at festivals, etc. (ranking among top 3 at national and/or international level)

Our school's educational method systematically avoids any kind of competition among children, especially that related to their evaluation. Therefore there is a certain reluctance to participate in any such activities; we do not rule them out completely, but they are not considered to be the final goal of our efforts; competition as such is not important to us and we do not need to score high or collect prizes as we do not see them as a relevant criteria for assessing one's success in education. Yet, some of our students took part in some mathematical contests last year (e.g. "*Matematický klokan*" - Math Kangaroo - or "*Pythagoriada*").

8. Other Events and School Presentation

Sleepover:

A night spent together at school is a very popular activity which is not only a great fun, but also an important social experience and a vital part of children's personal and social education.

Graduate Expo:

The last week of school, the fifth-graders present their own “dissertations” which they have been working on at home as well as at school since their admission to secondary school. Students’ dissertations deal with topics of their own choice and interest and students must be ready to present their work in front of the other children, teachers and parents. Two children can work on the same topic and prepare a presentation together.

Winter Concert:

The last week before Christmas, parents, teachers and children all get together and every class does a short Christmas performance. Most of the time, children sing carols which are accompanied by various musical instruments, beautiful sets, costumes, emotional tears and grand ovations. This year, due to high attendance, the event was again held outside of the school – the place hosting the event was the theater hall of the nearby community center in Bělohorská street. The event was a great success also thanks to the place.

The „ Head in the Clouds“ Exhibition:

Was part of the third Duhovka Festival of Art and Literature, of which the main goal is to bring all Duhovka children, teachers and parents together. Throughout the whole autumn and advent, we were working and enjoying moments together. The art techniques and literary genres differed, but we all had one thing in common – the Head in the Clouds theme.

The exhibition was hosted on the prestigious and beautiful grounds of Písecká Brána (*Pisecka Gate*) and the opening was attended by a large number of children, parents and friends of Duhovka. The event is aimed at the presentation of the Duhovka system as a whole, but – first and foremost – at supporting the artistic activities of our students. The actual exhibition is just a culmination of long-term work by our children at or outside of the school.

Garden Party:

The Garden Party is a traditional ceremony celebrating the end of the school year. It is traditionally held on the last Saturday in June before the end of school, but this year, the event took place a bit earlier given the early end of the school year (due to the reconstruction). Various attractions, contests, delicious refreshments and interesting raffles are prepared for the children. A part of the program is a farewell ceremony to say goodbye to the fifth-graders who left the school grounds in a horse carriage this time. The administration introduces all “graduates” to the guests and expresses the gratitude for all the years parents have trusted the school with their children. The graduates get a T-shirt with the logo of the school and a lifetime free ticket to the party.

St. Nicholas's Day:

It was the fifth-graders who arranged for the devil, St. Nicholas and the angels to come and see the younger children at school. The group was lenient and gave younger students packages of goodies.

Holiday Workshops:

Duhovka gets ready for the Advent. The whole school was divided into individual advent workshops and participants handcrafted wreaths, cards, a nativity scene and angels, baked gingerbread, decorated apples... and talked about advent customs.

Parents Education Nights:

We have prepared a total of 4 Parent Education Nights where visitors could learn more about the Montessori method in terms of theory as well as practice. Our methodologists and teachers showed them how we work with different materials in all five areas of Montessori and develop the particular skills and knowledge of children

Come and Work with Me:

A very popular event where children invite their parents and other family members to come and join them in the classroom so they can show them how they work, what materials they use and how, and what they have learned so far. Happiness and excitement fill the air – children feel proud of their skills and their skills fill their parents with pride.

V.

Czech Inspection Reports and Results; Results of Other Inspections and Checks

1. Results of the Inspection(s) conducted by the Czech School Inspectorate in the school year 2013 – 2014

The inspection was carried out from March the 3rd to March the 7th, 2014. Its primary objective was to assess the conditions, the course and the learning outcomes of the educational program provided by the School and the After-School Center.

Inspection Results:

a) The Strengths of the School:

- Successful implementation of the alternative approach to education based on

the Montessori program in compliance with both the state and the school curriculum as well as with the concept of the School development;

- School management (among other things, regular monitoring of the pupils' learning outcomes using both external and internal evaluation strategies, their clear analysis and assessment and effective influence on the further educational process and development);
- Successful achievement of the Curriculum outcomes by the School as well as individuals, also thanks to the support and acceptance of the school philosophy by the pupils, the teachers and the legal guardians;
- Development of all key competencies in the pupils supported by the active and context-based learning;
- Use of the appropriate teaching methods and styles of work in the class;
- Friendly and welcoming atmosphere for the pupil's education and grow created by the teachers' specialization and approach;
- Close cooperation with the legal guardians and the consistent provision of information about the pupils' learning outcomes which is above standard.

b) The Weaknesses of the School:

No defaults found or identified.

For the purposes of awarding school grants within the meaning of § 5 Section 3 (c) of the Act No. 306/1999 Col. on the Provision of Subsidies to Private Schools, Preschools and School Facilities as amended, the overall assessment of the School is above standard.

2. Results of other Inspections and Checks conducted in the school year 2013 - 2014

Inspection of fulfilling the employer's obligations in the area of payments for sickness insurance, pension insurance, social security premiums and contributions to the state employment policy.

Inspection results:

- 1) Fulfilling the obligations to register new employees and notify of any changes in personnel – no defaults found
- 2) Fulfilling the obligations in the area of payments for sickness insurance – no defaults found
- 3) Fulfilling the obligations in the area of payments for social security premiums – the school was found to be in arrears with payments amounting to 8,505 CZK – penalty to be paid = 2,067 CZK.
- 4) Fulfilling the obligations in the area of payments for pension insurance – no defaults found
- 5) Remedial Measures – not given

VI.

Year 2013 - 2014 Financials

The fiscal and accounting year of the school is identical with the school year.

The school manages government subsidies and the revenues from payments made by parents that include: tuitions, fees for after-school care, meals, afternoon clubs and – as the case may be – payments for extra events and activities such as School in Nature, the ski course, etc.

Government Subsidies

The school is entitled to a 60 % subsidy (i.e. 60 % of the maximum received by public schools), as for school meals and after-school care the subsidy totals 40 %. If the school meets the conditions for the rise in the subsidy, the subsidy may be increased up to 100 % for the school, meals and after-school care. This school year, we received the maximum subsidy of 100 % once again.

Revenues:

As mentioned previously, the school's main source of income is the tuition (47% of the revenues), fees for meals (10% of the revenues) and the state grants (education + meals + after-school care – 30%). Due to the fact that the contractual tuition is set for the entire period of 5 years of a student's school attendance, the average increase in tuition revenues is relatively slow and does not cover the current costs. The current tuition for new students is 16,000 CZK per month, while the average tuition amounts to 8,500 CZK per month only. The difference between the tuitions paid is gradually leveled by the older students with lower tuitions leaving the school at the end of the 5th grade. But the increase is only gradual.

Expenses:

The School is successful in gradually stabilizing its expenses as the phase of equipping the school with the necessary teaching aids and materials is slowly coming to its end. Next year, the School will need to invest in the equipment and furnishing of yet another new classroom, but this will be the eight and that means the last classroom built.

The highest costs are traditionally connected to salaries and further education and qualification of the teachers, especially when it comes to the AMS training. To be able to bring the whole Duhovka Elementary project to life, we need to hire two more upper elementary teachers next school year (2014/2015) to teach in the new class. The total personnel costs amount to 16.5 m. CZK + 1.2 m. CZK for education (especially the AMS training + the English language).

Due to the fact that to be able to provide the desired quality of education, it is necessary to invest in the personnel, there is a temporal mismatch between the revenues gained and the necessary costs. However, the School should be able to gradually level off these differences. A significant move forward towards the operational self-sufficiency is expected to take place next year as the grades with lower number of students should leave the School and we would like to admit about 33 new first-graders.

Investments:

This school year (summer 2014), the last and at the same time the most challenging phase of reconstruction of the school building - in terms of costs – was carried out. The basement facilities were changed, a new cafeteria and a whole new kitchen were built, and the building was thermally insulated and all of the old windows were replaced. The total costs amounted to 20 m. CZK and the total amount spent on the reconstruction thus grew to 45 m. CZK.

Table 1 – Duhovka Elementary Financial Report 2013 – 2014 + compared to the results of the school year 2012 -2013

| Duhovka Elementary | 2013 - 2014 | 2012- 2013 | Difference |
|--|---------------------|---------------------|--------------------|
| Tuition Revenues | 9,327,450 | 7,846,638 | 1,480,812 |
| Subsidy Incomes - tuition | 4,344,864 | 4,405,400 | -60,536 |
| Subsidy Incomes - meals | 311,470 | 302,099 | 9,371 |
| Subsidy Incomes – after-school care | 1,149,980 | 1,120,702 | 29,278 |
| Meal Fees Revenues | 1,905,331 | 1,089,142 | 816,189 |
| Afternoon Club Fees Revenues | 947,615 | 1,019,160 | -71,545 |
| After-School Care Revenues | 964,000 | 784,200 | 179,800 |
| other Incomes | 881,089 | 1,190,262 | -309,173 |
| Revenues in Total | 19,831,799 | 17,757,602 | 2,074,197 |
| Wages and Salaries | -16,426,905 | -14,235,323 | -2,191,582 |
| Energy Costs (water, gas, electricity) | -1,016,704 | -1,237,263 | 220,558 |
| Material Costs | -1,184,819 | -1,685,665 | 500,845 |
| Educational Costs | -1,165,842 | -1,194,399 | 28,557 |
| Trips and Excursions Costs | -612,538 | -515,260 | -97,278 |
| Food and Catering Costs - total | -992,569 | -954,263 | -38,306 |
| External Consulting Services | -1,680,000 | -1,212,057 | -467,943 |
| Rent and Facility Costs | -739,843 | -902,425 | 162,582 |
| Other Expenses - total | -895,705 | -1,754,973 | 859,267 |
| Expenses in Total | -24,714,926 | -23,691,627 | -1,023,299 |
| EBITDA | -4, 883, 127 | -5, 934, 024 | 1, 050, 897 |
| depreciation | - 782, 832 | -530, 298 | - 252, 534 |
| EBT | -5, 665, 959 | -6, 464, 322 | 798, 363 |

The School showed a loss of 4.9 million CZK before taxes and depreciation (EBITDA). This loss was caused by the factors indicated in the areas of Revenues and Expenses (see above).

Note:

Since the fiscal year of our school is the same as the school year, the given results have not been audited yet. There may be a slight change in data upon completing the final statement, but these changes should have no significant effect on the overall financial economic results.

VII. **Further Information**

Providing information in accordance with the Act No. 106/1999 Coll. On Free Access to Information as amended

The School did not handle any requests or complaints pursuant to Act. No. 106/1999 Coll. this school year.

Annex:

1. School Curriculum
2. Inspection Report 2014