

Duhovka Elementary



Annual Report 2015 -2016



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):

Elementary School	180 students from Sept 1, 2012
After-School Center	180 students from Sept 1, 2012
School Lunchroom	350 occupants from Sept 1, 2015

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 2014 - 2015: 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. During the summer of 2014, the following areas have been reconstructed: the lunchroom 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 Furthermore, old windows have been replaced by new PVC ones and the building has been thermally insulated.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:

- 8 classrooms (all newly reconstructed)
- children's changing rooms on each side of the building
- a lunchroom and a kitchen (new space)
- 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
- library
- teachers' room (technical facility)

The last phase is a revitalization and modernization of the garden. It began in the summer of 2015 and will be progress for 2-3 years. Up to now, a number of elements in the playground have been changed or added, and the playground and some other surfaces have been reconstructed.

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

The Board of Education was established on Dec 8th, 2005 and at present it has 6 members: 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). The board meets twice a year a discusses all areas defined by the Education Act, it is informed about all significant intents of the school, and provides the school with valuable feedback. At the end of the school year, the term of office of all members ends.

II. Personnel

1. Faculty

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

School	the director and the deputy director individuals in total	the director and the deputy director 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	1,5	16	16	0	0	20	19,5

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	12	60
	non-qualified	8	40

c. Further Professional Development of Teaching Staff

	QTY	Field of Study	number of participants	Institution
Seminars				
The Basics of Hejny's Teaching Method	1	Didactics of mathematics	1	H-mat, o.p.s.
Students with Behavioral Problems	1	Special education	1	Agentura Majestic v.o.s.
Critical Thinking in Reading and Writing	1	Methodology of education	1	Kritické myšlení
The World in Questions: Global Education in Development through Philosophy for Children	1	Methodology of teaching philosophy to children	1	Člověk v tísní, o.p.s.
Learning from Children	1	Montessori pedagogy	1	Montessori ČR, z.s.
Czech Orff School in Contemporary Practice	1	Didactics of Music	1	Česká Orfova společnost, z.s.
Introduction to teaching Czech as a foreign/second language	1	Didactics of Czech	1	Meta, o.p.s.

Courses				
Continuing Education	1	Elementary School Pedagogy	1	Technická univerzita v Liberci
Montessori Method	2	Montessori Method	11	Duhovka Institute

* 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. There are 2 trainings taking place at the same time: 6-9 Montessori training and 9-12 Montessori training.

d. Language Education and Support

Number of Foreign Language Teachers		Total (individuals)
		8
out of which are	qualified (acc. to the Act No. 564/2004 on Pedagogical Staff)	1
	non-qualified (acc. to the Act No. 564/2004 on Pedagogical Staff)	7
	native speakers	8

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.

e. Other Kinds of Education of the Faculty (outside of DVPP, i.e. the courses are not accredited by the Ministry of Education)

	QTY	Field of Study	number of participants	Institution
Courses				
Systemic Approach in Pedagogy	1	Personal development of teachers	18	Systemická fabrika s.r.o.

2. Non-Teaching Staff

a. Number of Employees

individuals in total	with full-time employment contract
7	7

The Composition of Non-Teaching Staff:

Kitchen staff members:	4
Office:	2
Maintenance/ Janitor	1

b. Further Professional Development of Non-Teaching Staff

Office staff – English Course

Office manager – Management of the School Register in School Online System 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	8	147

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:	4
- 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	18,3	9,2

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

School	Region	South Bohemia	South Moravia	Karlovy Vary	Vysočina	Hradec Králové	Liberec	Moravia - Silesia	Olomouc	Pardubice	Plzeň	Central Bohemia	Ústí nad Labem	Zlín	TOTAL
Elementary School	total number of students	2	1	1							1	22			27
	newly admitted out of the total number	1	1	1							1	7			11

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	148
	Failed	0
	Repeated the grade	0
Number of students assessed by 30.6.		154
i.e. % out of the total number of students		100%
absence in classes per student in average		36
out of which was unexcused		0

5. **Admissions Process to the 1st Grade of the 2015 - 2016 School Year**

Total number of Applicants	52
Total number of Students admitted	34
Number of students with postponed start of the compulsory school attendance	6

6. Education of Students of 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.

Mexico	2
USA	1
Great Britain	3
Russia	2
Montenegro	1
Switzerland	1

The school has very positive experience with integration of foreigners, especially when the child is an English native speaker or understands English well, as there is a native English speaking teacher present in each class who can provide the student with sufficient support from the beginning. We aim at creating a bilingual (Czech-English) school environment, which makes the adaptation and education of English speaking students a lot easier.

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, the parents, the child, or the teachers 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). 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 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	Auditory	Speech Disorder	Multiple	Autism	SLD ¹	SBD ²	Total
0	0	0	0	0	0	2	13	1	16

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

Montessori pedagogy and education system allow for high individualization of education. Each student has his own individual plan (on a weekly basis) and the pace of his progression corresponds to his prerequisites and interests. That is why for teachers, working with a talented child is a natural part of the working process as they create each child’s individual plans so that they reflect his potential. There are mixed-age classes (1st-3rd grade and 4th-5th grade together in one class), which helps children progress through the curriculum faster more easily, allows for more demanding tasks and projects to be assigned, and for using children’s momentary interests. Working with children and their talents is part of the profession of every teacher. In case of need, a school psychologist or a psychologist from Pedagogical-Counselling Center in Prague 6, which we closely collaborate with, can provide a more accurate diagnosis of any student.

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 (or, every class, as there are 2 teachers, the Czech and the English one, who have to cooperate) 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.

This year, we joined the Cambridge English exams again (or more specifically – the YLE exams). A total of 21 children took the test.

Comparative Tests Results for 2015-2016 School Year

Every year, our school voluntarily participates in comparative tests in order to obtain information on what results our children achieve in comparison with children from other schools. Being successful in these tests is not our primary goal and as a Montessori school we do not want to lose too much time and energy on preparing children for these tests but

¹ SLD = Specific Learning Disabilities

² SBD = Specific Behavioral Disorders

we are aware of the fact that sooner or later it is going to be tests which will decide about the child's further educational path. We also want to continuously verify that regarding the knowledge and skills (that the tests verify) in the area of curriculum given by the state, performance of Duhovka Elementary children is comparable or better than that of children from other schools.

When interpreting the test results, we need to be careful and aware of the following:

- The test results can be influenced by various factors, e.g. prior preparation (for many children, especially 3rd graders, it is their first experience with these kinds of tasks), circumstances during testing, child's mental and physical condition on the particular day, etc.
- The authors of the tests may have a slightly different idea of curriculum criteria, which can partly differ from ours (some lessons are taught later or conceived differently)
- We have not measured children's skills, abilities and level of knowledge acquired prior to being admitted to our school or a particular classroom, we do not choose children based on their academic prerequisites (thus, we are not able to measure "the added value" - i.e. children's progress)
- With a small number of children, any exceptional result (good or bad) of one child only can significantly influence the result of the whole grade
- SCIO and Kalibro tests are taken by a fraction of schools only (usually about 100-300 schools, that is only a few percent of the overall number of schools in the Czech Republic); the results thus show our placement within the given range, while the participants include (theoretically speaking) rather those performing above average (our placement among all Czech elementary schools would probably be better).

The most useful information resulting from the tests thus is:

- A) Child's individual results in each area – information important not only for parents, but also for teachers and their work, as it clearly shows what the child has or has not mastered yet.
- B) Class results in each area in total – information important especially for the teachers 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 minimal standards required by the state.

In 2015-2016 School Year, our school participated in 3rd grade and 5th grade testing. This time, we decided to only participate in Scio tests as two sets of tests were too heavy a burden on classes in the spring months.

A. 3rd Grade Tests

SCIO tests covered 5 areas: the Czech Language, Mathematics, the English Language, Key Competencies, and Man and His World. The final report from SCIO says: **"Your school's results are above average. You belong among successful schools and have better results than 70 % of the participating schools."** As to overall results in each area, the results vary (the numbers show the percentage of schools surpassed):

Czech	62
Mathematics	50
English	92
Key Competencies	61
Man and His World	57

Generally, our third-graders **scored above the average of all schools tested in all areas apart from Math**; with the highest score in English. We need to analyze the score in Math in more detail, as the result is average. However, it is probable that in Math more than in other subjects, being successful in the test relies on being familiar with the form of tasks used in tests (which is derived from traditional approach to Math) or even having worked with it systematically (the difference between the methodology of a Montessori school and a traditional one is quite substantial in this area). Even though the third-graders' results are "only" average, results in 5th grade are more important to us.

B. 5th Grade Tests

During the second term, 5th graders took 4 SCIO tests altogether (General Academic Prerequisites (GAP), Math, English, and Czech). All of the tests were taken online; children solve tasks on the company's website using a computer.

With the results in the Czech language, our school (or the 5th graders) ranked among schools with results above average. The children performed better than 60% of the other participating schools. In Math, our children's performance was excellent and our school thus placed among distinctly above-average schools – we have better results than 80% of participating schools. **Most importantly, having compared results of the tests in Czech language and Math with the results of the test in general prerequisites we found out that the potential of our students is used optimally in our school in both Czech and Math, i.e. results in both tests correspond to the level of children's general prerequisites.**

In English, our school's results were very high above average, as expected. This corresponds to a comparison with mostly regular schools, not bilingual ones. This test is evaluated a little differently, our position among other schools cannot be easily assessed, but we can say that 98% of our children met expected outcomes given by the state curriculum (which is level A1 of the Common European Framework of Reference for Languages; the state-wide result is 42%), over 60% of our children reached level A2 (state-wide 8%) and 18% of our children reached level B1 or B2 (state-wide 1-2%).

Conclusion

Overall, we can say that the test results are favorable for our school and correspond to our educational plan and our goal, i.e. that in 3rd grade children score around average and in 5th grade significantly above average. A positive fact is that in 5th grade, the results correspond to children's potential and that regarding their advancement to high school, in comparison to children from other tested schools, our children succeeded in both main subjects.

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 2015 - 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			2	2						4					1	3	
MOVERS			1	5	2				3	5						8	
FLYERS		1	3	3	2			1	4	4						9	

Tests were taken by a total of 21 children, from this: Starters 4 children, Movers 8 children, Flyers 9 children.

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

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 which we consider a key competence for the grades 1 to 3. In addition, the students also scored high in the listening test. 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 High Schools

The success of our students in the admission process to multi-year high 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 in recent years:

School Year	Number of students taking part in the entrance examination to high schools	Number of students admitted	Success rate in %
2011/2012	15	14	93,3
2012/2013	14	12	85,7
2013/2014¹	5	4	80
2014/2015	14	13	93
2015/2016	24	19	79

¹In the 2013 – 2014 school year, 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, which means that 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 high schools (4 of them were accepted). 3 children were admitted and continue their study at the Duhovka High School.

In 2015-2016 School Year, we had 26 graduates overall (13 children in 2 classes). As Duhovka Elementary does not have second stage, in principle, our children choose one of the following 3 options: 1) Advancement to Duhovka High School (admittance of children from Duhovka Elementary is based on the same criteria as that of other children, thus they need to succeed in the competition of children from other schools, general academic prerequisites for high school are a requirement); 2) Advancement to another high school or, exceptionally, another type of secondary school; 3) Advancement to the second stage of another elementary school. A special option is advancement to one of the international schools in the Czech Republic which does not have a Czech program and the child is formally registered at one of the Czech schools at the same time. Regarding secondary schools, children can submit 2 application forms to 2 different schools (if they are admitted to both, they can choose the school of their preference).

Out of the 26 children in 5th grade this year, 24 applied to 8-year high schools. Out of those, 20 applied to Duhovka High School and 12 of them to Duhovka High School only (they didn't use the second application form). **Overall, 19 children were admitted to a high school;** out of those, 15 are going to continue to study at Duhovka High School. Another 3 children were admitted to international schools (Lycée Français de Prague, Riverside School and Sunny Canadian School) and 5 children are transferring to the second stage of another elementary school (1 student was accepted to a high school but chose an elementary school instead).

10. School Education Plan

The school followed the Duhovka Elementary curriculum for grades 1 – 5 which had already tested well with all grades. Nevertheless, we have been working on some modifications in order to implement Montessori methodology and support students' progress in the English language. The modified Education Plan will be implemented at the beginning of the following school year. 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	147

The English language education is ensured by the hours allotted in the school curriculum and the CLIL method (integrated in all areas of study) and begins in the 1st grade. 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). During the whole day, children can communicate both with the Czech and the 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 means 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 emphasize, 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 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.

12. Communication with Parents and Parent Satisfaction Survey

a. System of Communication with Parents

The information about essential changes and happenings in the school is provided by school management or the office:

- Information emails are sent out by the school once a month usually; they inform about the latest happenings in the school and provide information on up-to-date topics which might be of interest to all parents
- Every month, parents had the chance to meet with the management and raise any issues or specific questions
- At the beginning of the school year, parents received a comprehensive manual including a summary of information about the school and the given school year.

b. Information about the Classes

- The information about the latest happenings in the classrooms is provided at least once a month by teachers of each class, most of the time in the form of emails, summarizing the development in the class, and furthermore whenever teachers see fit, and/or when dealing with a certain situation). Information from the After-School Center (Družina) is sent out on a similar basis.
- In case of any fundamental changes in the class (presence of a new adult; teacher's absence; changes in organization, content of the education plan, projects, etc.) the teachers inform the parents immediately, i.e. in advance (if possible) or within 2 days at the latest.

- To receive more detailed information about the character and system of work in the classroom, parents can take up the offer of personal observation (visits) in class. During such an observation, there are special rules to be followed, which are always introduced to the parent prior to his/her visit of the classroom.
- To exchange important information between the family and the school, every child has a notebook, which mostly contains information that needs to be signed by the parents – namely excusing a child’s absence in the school.

This school year, we introduced a parent zone on the website, where all important information can be found (the above-mentioned messages, documents, news etc.). At the same time, the system is used to place lunch orders. Each parent received a login and a password.

c. Parent Satisfaction Survey Results

The questionnaire was sent out online in May and all Duhovka Elementary children’s parents were kindly asked to provide feedback on the past school year. The school received 125 filled-in questionnaires, which constitutes 83% of the number of our students. The return rate is thus quite high (last year, it was 71%) and we can consider the result to be representative.

This year’s survey allowed for an overall evaluation as well as comparison with last year’s results. If last year we could say that, “parents expressed high level of satisfaction with the school”, this year the results were beyond our expectations and we very much appreciate how positively parents see the school. As we stated at the beginning, 96% of parents expressed that the school’s offers and services come up to their expectations and 94% of parents would recommend the school to their friends. Overall, 84% of parents expressed strong satisfaction. Again this year, the survey provided many important concrete comments which we appreciate and are thankful for. The purpose of this survey is not only to be praised (even though we appreciate positive comments very much, this year there were many more of them) but to find out what parents see as weak points, what their reservations are and where room for improvement can be found. This goal has been attained and now it is up to the school to deal with the individual topics further and look for ways to improve.

The questions in the questionnaire were divided into several sections and each of those focused on one of the topics (see below). Besides that, there were questions that dealt with overall satisfaction with the school. 99% of the parents expressed satisfaction with the services of Duhovka Elementary, with 84% being **truly satisfied** with the services of Duhovka Elementary, as they said to be “entirely” or “very” satisfied (last year, it was 69%). Only one parent answered he/she was “rather dissatisfied”. At the same time, **96% of the parents said that the school’s offers and services come up to their expectations and 94% of parents would recommend the school to their friends.** In comparison with last year’s results, these numbers thus show further improvement (Already last year, we evaluated the results as exceptionally good and we are aware of the fact that this year’s results may even seem suspicious. Nevertheless, this is what they are.) We cannot do anything else but thank parents for their trust in us and positive evaluation which we see as a great commitment to the future.

We consider the **area of communication between the school and the parents and atmosphere at school generally** to be extremely important. Apart from the overall level of satisfaction in this area, respondents expressed their views of 12 more specific indicators. Over **3/4 of the respondents (79%) expressed high level of satisfaction** with the level of communication and atmosphere at school in general. Regarding the more specific indicators, parents positively emphasized communication with teachers (83% entirely or very satisfied) and their accommodating and emphatic relationship and approach towards children (92%). High level of satisfaction with how children feel at school (84%) is surely also a result of that.

The question that dealt with the level of psychological services also got above-average evaluation (from those who used the services and didn't pick the option "cannot evaluate". Over 3/4 of the parents feel that there is a partnership between them and the school, which is a significant improvement in comparison with last year. Nevertheless, just like last year, the question of whether parents can influence what is happening at school had the weakest result – only 57% state that the school is truly open to the parents' opinions and they have the chance to influence the course of events. Even though, in comparison to last year this is also a great improvement (last year, the result was 37%).

When evaluating **quality of education**, the parents were significantly more satisfied than last year – 3/4 expressed **high level of satisfaction** with the quality of education (last year, the result was **61%**). The others feel there is room for improvement; nevertheless, it does not reflect negatively on their relationship with the school yet. The respondents feel positively particularly about the development of their child's ability to cooperate in a team, individual support of the child in classes, and the teachers' approach towards the child.

The parents feel there is room for improvement in the area of homework (however, it is clear from specific comments provided that their opinions on the contents, frequency and form of homework vary to a great extent), and in providing immediate feedback in case the child has difficulties.

Regarding the evaluation of **quality of meals** served in school, the respondents' answers are much more diverse. This may be caused by the fact that there are very different opinions about what quality regarding food actually means, along with different dietary habits of each individual family, the children's preferences, dietary "ideologies" (what we consider to be healthy or unhealthy) and much more. Over one half of respondents (58%) expressed strong satisfaction with what children eat at school. That is a significant improvement in comparison with last year (48%). Another 36% is "only" satisfied (last year, it was 29%), thus we can expect these parents to have some, but not extremely strong, reservations. The percentage of those that are "rather dissatisfied" is also significantly lower – 6% (in comparison with 16% last year). In some cases, this surely contributes to the parents' feeling that the price of a meal is unjustified but these answers were also significantly less frequent (12% in comparison to last year's 22% of respondents are rather dissatisfied with the quality/price ratio).

Regarding **Družina**, the parents **evaluated** it as **excellent** in all monitored areas, full 79% indicate a **high level of satisfaction**. This concerns all monitored areas, i.e. program, organization and atmosphere in Družina as well as communication with the teachers and their accommodating and emphatic relationship with children. In all of these areas, only 1 or 2 parents expressed prevalent dissatisfaction. In specific comments, appreciative and positive comments prevail.

A full 87% (last year, 75%) of respondents really appreciate **the school environment** and another 12% is "satisfied". Opinions of parents from different classes slightly differ. Open-ended questions provided prevalently positive feedback and appreciation, more critical comments or wishes for the future deal with the garden, a new gym or cleanliness and order in the changing rooms and hallways.

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 an elementary school offering the first stage education (grades 1 – 5) and just have a small number of students in classes (max. of 16 – 22 children with 2-3 teachers in class), 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. The main elements of prevention are:

- Beginning class with a group session every day – children share stories and teachers comment (space for diagnosis and dealing with issues)
- Regular meetings with the class led by a psychologist on an assigned topic chosen by a teacher or stemming from the children's needs
- Individual meetings in case a child finds himself in a difficult family or social situation
- In general, the school's focus on continuous work on self-awareness, reflection of social interactions among the children etc.

3. Ecology and Environmental Education

The children from each class participate in various projects which promote environmental education, and Montessori curriculum itself significantly supports environmental education and understanding of natural processes. The fundamental tool for the development of children's knowledge, skills, and attitudes to this cross-section topic is a week-long field trip outside of Prague – Environmental Education Course for Upper Elementary (October). Each student participates twice, in the 4th and the 5th grade.

In April, a traditional event in which the whole school participates, Earth Day, takes place.

Furthermore, different events outside Prague offer another great opportunity for eco education (School in Nature).

Children are also systematically 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 4 following events were held:

- **School in Nature** – school-wide (all classes in 3 separate groups)

Destination: Lower Elementary: Kovářov na Šumavě
Upper Elementary: 2 classes: Ekocentrum Rychleby, Javorník
1 class: Ekokomunita Sekier, Pliešovec, Slovakia
Number of Participants: 83 + 36 + 12 = 131
Primary Focus: general

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

Destination: Nymburk
Number of Participants: 79
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.

- **Environmental Education Course** (grades 4 – 5)

Destination: Ecology Education Center in Kapráluv Mlýn, Ochoz u Brna
Number of Participants: 50
Primary Focus: The course focused on environmental education, ecology, and stay in nature.

- **Skiing Course**

Destination: Hinterstoder, Austria
Number of Participants: 14
Note: The course was organized by Duhovka High School; our students participated together with high school students

(even though they formed an individual group and were accompanied by their teachers)

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.

Afternoon Club	Number of Children	Primary Focus
Skillful Hands	11	Handicrafts, mostly arts - from folding origami or mystery boxes, to creating bead curtains, to modelling with FIMO, paper mache, decoupage, creating with felt, mosaics and other specialties. This year newly scrapbooking, card making and creating a photo album...
Art Workshop	40	Art techniques, with the exception of pottery
Pottery	17	The basics of pottery techniques – work with clay and exploring the possibilities the combination of various clays, enamels, and creative techniques may offer creative children
Playing with Drama	9	Developing children’s aesthetic and social competence using the methods of the theatre.
German	3	German for beginners and slightly advanced students.
Czech for Foreigners	7	Czech for native speakers of other languages
Flute	6	For complete beginners as well as children who have already mastered the basics

Tailored Guitar Lessons	14	First of all, children learn to accompany songs they like. Music and rhythmical exercises are part of the lessons. It is possible for advanced students to play the electric guitar if they wish.
Violin	1	The basics of playing the violin
Tailored Piano Lessons	6	The basics of playing the piano tailored for a specific child, both beginners and advanced, music and rhythmical exercises
Floorball	15	The basics of the game, team cooperation
Trampolines	9	Exercising on trampolines
Self-Defense	15	Introduction to the basic principles of physical and psychological self-defense using modern teaching programs (BlitzDefence, ReakTsun).
Inline + Climbing	21	The goal is to teach children the basics of inline (fall and spring) and climbing (winter) skills.
Modern Dance	10	The basics of modern scenic/expressive dance, the art of improvisation and creative self-expression through movement. Children also master some yoga positions in the form of a game.
Chess	10	
Prep Course	25	Practicing tests, reading comprehension, general study prerequisites, math problems, or info about important personalities – in short, the basic phenomena that children will encounter during entrance exams (apart from foreign languages). The goal is to show children what an entrance exam looks like and make it easier for them.

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

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. We celebrated all individual and group results with a bon-fire at the end of the month,

Sports Afternoon in Ladronka – We made the best of a beautiful warm autumn, took the inline skates, scooters, and bikes out, and went to ride, play, and run around with a numerous group of enthusiasts at the nearby inline track in Ladronka.

Halloween – One November afternoon children wore costumes and enjoyed ghostly romping around with the “Seat Loss”, creeping under the deadly limbo, or dancing games “Sculptures” with tennis balls. The favorite activity of the afternoon was a disco in the dark and an evening trail of candles in the garden.

Field Trip to the Kingdom of the Railroad – Another autumn mini trip for interested children, this time to the paradise for the lovers of the railroad and everything related to that. Children were delighted that they could try driving a tram or a train on a simulator.

Beauty Week – A time of systematic as well as unsystematic facial and hair decoration. Face paints, jewelry production corner, costumes, tattoos, and manicure. Everything accompanied by music.

Christmas Workshop – Traditional production of Christmas decorations and cards, decorating a Christmas tree, and cutting shapes out of gingerbread and decorating them.

Winter Sleepover in Družina – New and probably the most successful event of this year. Three large groups of children spent the night in Družina during the winter months. They enjoyed nighttime slides in the garden and a dinner prepared by the parents in the lunchroom, they watched a popular movie, and in the end, made their bed in the loft, the hideout, or the very popular common room. Not only children but also their parents were really excited.

Winter Project: Europe – This year’s winter Družina game was devoted to our home continent. Every day, children could participate in activities on this topic and carried out tasks for which they received “stamps” which could be exchanged for small gifts at the fair at the end of the project.

The Carnival – One Friday afternoon, we could meet famous personalities of today as well as long-ago, and characters from myths and legends in the hallways of our school. All of them had one thing in common – they used to live or still live on one continent – Europe. In the lunchroom, we could take pictures, run around during the popular dancing games, and enjoy refreshments in the form of traditional food from sunny Italy – pizza.

Skating on the Winter Stadium – Before the skating season was over, two groups of enthusiasts visited the winter stadium Bronzová. The opportunity was seized by both beginners as well as advanced skaters.

The Fair – As a culmination of the winter project, the children could visit a traditional fair with various attractive stands with treats, small rewards, and books. Everybody was shopping like crazy and the air smelt of cookies and popcorn.

Personal and Social Education – In the form of scheduled blocks of activities focusing on self-knowledge and self-awareness, three groups of children met once a week for a month and a half to play and create with the main goal of getting to know their own selves better.

April Fools' Day – We found out that children cannot imagine a single day at school without spending the afternoon in Družina. Disappointment changed to relief when they found out that we tricked them because it was April Fools' Day. When we announced that afternoon snack would be cancelled, they no longer believed us. ☺ In the course of the afternoon we collected a number of jokes which made our Družina noticeboard more interesting for a couple of days.

Easter Workshop – This year again, we grew Easter grass, created paper stands for Easter eggs and holders for Easter napkins, and decorated eggs.

Yo-yo Workshop – A group of enthusiasts led by Tomáš Bubák learned some basic skills with yo-yo and had the opportunity to see some advanced tricks as well. This meeting was very inspirational and motivating for the participants.

Earth Day – On this occasion, we invited children to the Agricultural Museum where they visited the exhibition “The Forrest: Stories of Trees and People”.

A Trip to the Cinema – The film “The Story of a Forrest” takes up the topic of nature and through the medium of cameras peeks into burrows, nests, and the most secret nooks in forests both ancient as well as contemporary. The beauty made us hold our breath.

A Field Trip of Hvězda Game Reserve – We concluded the topic of the forest with a visit to the nearby game reserve where children could study local birds through information boards or close observation and listening to sounds around them. And it wouldn't be children if they didn't build a house using products of nature when we stopped at a forest playground at the end.

The Wizard's Fire – We have burned a handmade witch on a traditional wizard's fire. Children enjoyed baked sausages with bread, apples and potatoes in skins.

Mother's Day Workshops – During one full week in May almost all children took the opportunity to create a card or a flower out of crepe paper for their mum.

Children's Day – At the beginning of the afternoon, there were two movement activities prepared for the children – an obstacle walk in the garden and shooting at lucky pots – with small gifts for participation. However, the main part of the program is interactive theatre performance “Vivat Compostela” about the process of return of nutrients to the soil with a follow-up workshop focusing on composting sorting waste.

Football Week – As the title suggests, both girls and boys, small and big, almost everybody lived through football for one full week of May and played several matches together and against each other. In our Družina, football is uncompetitively the most popular game for all.

Spring Sleepover in Družina – We have taken up the success of Družina sleepovers and successively offered this exceptional experience to all children again. This year, with regard to the season, children could play football in the garden, and jump on a trampoline until the evening, and some even baked a sausage or bread on fire.

A Field Trip to Letná – Who would have said what can be done in one hour and a half! You can fly a kite, have a picnic in the grass, run around the playground, ride scooters and bicycles, appreciate the beauty of old Prague and bridges across Vltava or take a walk under the trees in Chotkovy sady on the way to Letná.

Spring Sports Afternoon in Ladronka – Ladronka is alive in the spring as well and we had to see that. Once again, we brought everything with wheels and went to the track with a group of children. This time, they also played football there and enjoy some time in the sand pit.

A Trip to Max van der Stoel's Park – The park in Hládkov is something for water dogs and ropewalkers alike. Children took their shoes and socks off, rolled up their pants and went into the stream with flood-gates and water-mills legs first. Who didn't feel like cooling down or getting wet, enjoyed the swing with a friend or climbed the top of a high rope pyramid.

Father's Day Workshops – Children had the opportunity to create a badge with a picture or a funny label for their dad, grandpa or anybody close. Moreover, there was a workshop where children created gift boxes or cards for their daddies.

A Field Trip to Petynka – The last couple of days in June, we were so hot that we simply had to go swimming. Petynka is not far away from the school, so after a short walk a group of swimmers reached the swimming pool with a playground, a waterslide, and other summer amenities. Two hours flew by and we are sure to come back next year already.

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.

Nevertheless, this year the whole school participated in a state-wide competition for the best website (organized by the EDUIN company) and placed 2nd.

8. Other Events and School Presentation

Sleepovers:

A night spent together at school is a very popular activity which is not only 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, fifth-graders present their own "diploma projects" which they have been working on at home as well as at school since their admission to high school. Students' diploma projects 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. The event is traditionally held in the theater hall of the nearby community center in Bělohorská street. The event was a great success also thanks to the place.

Garden Party:

The Garden Party is a traditional ceremony celebrating the end of the school year. 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. We express our 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. This year, the theme of the party was the Olympics.

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.

Parents Seminars:

We have prepared a total of 4 Parent Seminars 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.

School Calendar

Every year, under the supervision of our art teacher our children create a school calendar, which is a great promotion of the school and also a beautiful Christmas present for parents and other relatives. We use the calendar as merchandise, but the main point is that children are happy about the fact that each of them has at least a small picture in it. Every year, there is a theme that unites all pictures – this year, it was Prague and its architecture.

Charity

At some school events organized for parents, we also collect money for charities. This year, one of the collections focused on supporting the training of guide dogs (on the occasion of the Winter Concert) and the gift was handed over to the Helpes organization.

“Open House” Festival

“Open House” works with a simple but strong idea: To make usually inaccessible buildings around Prague open to the curious public. For one weekend in a year, corporate domiciles, seats of authorities, or modern technical buildings we usually only walk by, are open. They affect us through their shape and looks, they serve as orientation points, but we rarely get the chance to look behind their walls. Our school participated in this event and welcomed tens of visitors throughout the weekend.

Truly Healthy School

We joined the program of “Truly Healthy School” which focuses mainly on the area of nutrition. Our school must meet demanding criteria to be able to use the title. At the end of the school year, we successfully passed an audit that evaluated fulfillment of the criteria.

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 2015 – 2016 school year**

In this school year, no inspection took place.

2. **Results of other Inspections and Checks conducted in the 2015 – 2016 school year**

In this school year, no inspection or check took place at our school.

VI.
Year 2015 – 2016 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.

Duhovka Elementary 2016-2016 School Year Financial Economic Results

In 2015-2016, Duhovka Elementary showed a profit of 1.7 million CZK. This result is 0.6 million CZK higher than expected as the planned profit was 1.01 million CZK.

The reasons behind this year's results are mainly the following:

- We managed to fill new classes as well as add some new students to the higher grades.
- The number of children admitted to the first grade was 33, which is the maximum capacity that the school can admit.
- In accordance with the long-term assumption, we continuously replace children with the original, lower tuition fees with new children with higher tuition fees.
- At the same time, some teachers have completed the AMS training which resulted in lower costs of teacher education in comparison with last year.

A short commentary on the results:

- Tuition revenues are constituted by the sum of tuition fees + Družina, thus the total tuition revenues are 17.7 million CZK (as the price setting has changed and Družina is not paid for separately, we can see the difference between the plan and reality; however, in sum the numbers correspond).
- Staff costs correspond to the plan, the slight increase being caused by payments for various activities (especially school courses).
- The trips and excursions costs are higher as there was one more course this year. However, the revenues from payments by parents correspond to that.
- The increase in other expenses is caused mainly by goods that were resold to students (textbooks, calendars etc.)

Note: The basic overview of financial economic results for 2015-2016 can be found in table 1:

Tab.1 – Duhovka Elementary – 2015-2016 f. e. r.

Duhovka Elementary - 2015-2016 school year fin. report	Last year 2014-2015	Reality 2015-2016	Difference	Plan 2015-2016	Reality 2015-2016	Difference
Tuition Revenues	12 130 900	16 263 902	4 133 002	17 052 200	16 263 902	-788 298
Subsidy Incomes - Tuition	5 254 264	6 838 313	1 584 049	6 192 959	6 838 313	645 354
Subsidy Incomes - Meals	340 940	657 000	316 060	429 716	657 000	227 284
Subsidy Incomes - After-School Care	1 269 680	1 623 000	353 320	1 586 552	1 623 000	36 448
Meal Fees Revenues (Employees and Externs)	224 985	269 366	44 381	334 400	269 366	-65 034
Meal Fees Revenues (Students)	1 852 864	2 522 304	669 440	2 540 592	2 522 304	-18 288
Afternoon Club Fees Revenues	1 018 440	1 139 188	120 748	1 000 000	1 139 188	139 188
After-School Care Revenues	1 139 000	1 408 000	269 000	670 000	1 408 000	738 000
Ski Course, School in Nature and Field Trips Revenues	898 650	1 131 722	233 072	600 000	1 131 722	531 722
Other Incomes	170 998	192 205	21 207	58 550	192 205	133 655
Revenue from Regular Operation	24 300 721	32 045 000	7 744 279	30 464 969	32 045 000	1 580 031
Other and Exceptional Incomes	530 695	932 239	401 544	690 200	932 239	242 039
Revenues in Total	24 831 415	32 977 239	8 145 824	31 155 169	32 977 239	1 822 070
Wages and Salaries	-14 156 995	-15 422 405	-1 265 410	-15 096 000	-15 422 405	-326 405
Social Insurance	-2 681 258	-3 109 789	-428 532	-3 150 300	-3 109 789	40 511
Health Insurance	-1 010 383	-1 171 760	-161 378	-1 134 108	-1 171 760	-37 652
Externs (Both the Faculty and Others)	-1 169 180	-1 079 767	89 414	-1 230 000	-1 079 767	150 234
Consulting Services (Accounting, Taxes, Law)	-391 329	-295 290	96 039	-336 000	-295 290	40 710
Services in the Area of OHS and FP	-1 170	-5 105	-3 935	0	-5 105	-5 105
Afternoon Clubs Leaders	-451 412	-566 814	-115 402	-500 000	-566 814	-66 814
Production of Materials	-15 098	-8 320	6 778	0	-8 320	-8 320
Personnel Costs	-19 876 824	-21 659 250	-1 782 426	-21 446 408	-21 659 250	-212 842
Employee Education Costs	-1 426 926	-784 534	642 392	-834 000	-784 534	49 466
Costs of Courses for Children	0	0	0	0	0	0
Educational Costs	-1 426 926	-784 534	642 392	-834 000	-784 534	49 466
Facility Costs	-1 886 349	-2 128 740	-242 391	-1 951 380	-2 128 740	-177 360
Material Costs	-1 554 109	-1 170 142	383 967	-1 249 860	-1 170 142	79 718
Trips and Excursions Costs	-851 849	-1 018 075	-166 226	-667 000	-1 018 075	-351 075
Other Consulting Services	-1 800 000	-1 800 000	0	-1 800 000	-1 800 000	0
Food and Catering Costs	-1 371 898	-1 710 661	-338 763	-1 572 000	-1 710 661	-138 661
Advertising and Marketing	-150 380	-153 791	-3 412	-222 000	-153 791	68 209
Other Expenses	-510 877	-833 655	-322 778	-351 870	-833 655	-481 785
Expenses in Total	-29 429 213	-31 258 848	-1 829 636	-30 094 518	-31 258 848	-1 164 330
Result	-4 597 797	1 718 391	6 316 188	1 060 651	1 718 391	657 740

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.