



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

ANNUAL REPORT

ACADEMIC YEAR: 2024-2025



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Preface

The 2024–2025 school year has been a pivotal chapter in the continued growth of the Spanish School of Abu Dhabi. **As we conclude our fifth academic year, the school now serves almost 320 students from more than 40 nationalities and offers a full cycle of primary education with the successful opening of Grade 7, laying the foundations for secondary education under the Spanish curriculum.** This Annual Report reflects our collective commitment to academic excellence, innovation, and inclusive, multilingual education.

This year marked many firsts. We saw the implementation of our MAP testing program across primary and early secondary levels, introduced targeted observation cycles aligned with our internal performance standards, and strengthened our PBL and inclusion models. We also continued to refine our trilingual model with greater curricular alignment and support for language acquisition at all levels. **These efforts have been possible thanks to the passion and professionalism of our teachers** and the collaboration of every department involved in the teaching and learning process.

I would like to express my sincere gratitude to all members of the school community—students, teachers, families, and staff—whose commitment has shaped the learning environment we strive for every day.

A special thank you goes to our new Senior Leadership Team for their drive and dedication. Their strategic guidance has been instrumental in advancing our academic priorities and reinforcing a culture of reflection, accountability, and innovation.

As we close a cycle of leadership, I extend heartfelt appreciation to Dr. Suaad, our Chairwoman, and to all outgoing members of the Governing Board. Their vision, trust, and support have been essential to the school's development during these foundational years. As we transition to a new Board beginning in the next academic year, we do so with gratitude and renewed focus on the opportunities ahead.

This report captures our journey—its milestones, lessons learned, and aspirations for continued improvement. It is both a celebration of how far we have come and a blueprint for what comes next. ***Thank you for being part of this journey and for your continued support of the Spanish School of Abu Dhabi.***

With deep appreciation,



Eva Sanchez
Principal

1. Presentation of the Annual Report: School Year 2024-2025

Introduction

The Annual Report for the 2024–2025 academic year captures a period of extraordinary growth and institutional advancement for the Spanish School of Abu Dhabi. As the school completed its fifth year of operation, several landmark achievements defined the academic year:

- The school was officially **accredited by the Spanish Ministry of Education** for both Kindergarten and Primary, setting the foundations for an upcoming **historic joint inspection visit** by ADEK and the Ministry.
- We successfully **launched our Secondary School program**, completing the Spanish educational continuum.
- **Enrollment surged by 37%**, reaching 316 students from over 40 nationalities.
- Our team expanded by 80%, introducing **new leadership roles** and strengthening all departments across academic and support areas.
- The academic model was enhanced by a **new ecosystem of assessments**, including MAP, ABT, and Ministry diagnostic tools, and a more structured **teacher evaluation system** anchored in data-informed instruction.
- Programs such as the **Spanish Language Center, clubs for all**, and new **transport routes** have expanded both access and enrichment opportunities for students.
- Strategic investments were made in **digital systems**, professional development, and branding, contributing to long-term sustainability and institutional visibility.

These advances are presented and analyzed across the eleven parts of the Annual Report, each focusing on a specific domain of school performance and improvement planning. The structure includes:

- **Part 1–4:** Departmental, curricular, and program-specific reflections, including analysis of improvement goals.
- **Part 5–6:** Stakeholder feedback and student conduct indicators such as attendance, punctuality, and behavior.
- **Part 7:** Evaluation of internal and external school services.
- **Part 8:** Performance review system of the teaching staff
- **Part 9:** Student academic performance, with internal and external data points.

This report serves not only as a record of accomplishments and challenges but as a guiding document for planning and continuous improvement in the 2025–2026 school year. Each section is grounded in evidence and framed to support the long-term goals of the school's strategic development

PART 1: School Activities and Department Reports

Part 1 offers a structured and detailed account of the academic work undertaken by each of the school's teaching teams and departments during the 2024–2025 academic year. It includes reflections and improvement proposals from the Kindergarten, Primary, Secondary, MOE Curriculum, and English Departments, as well as a dedicated report from the school's Management Team. These reports are framed around ten key domains that encompass pedagogical strategies, student support, school routines, coordination mechanisms, and more. The goal is not only to document accomplishments but also to analyze what has worked, what remains a challenge, and how each team intends to improve. This section is therefore an essential reference point in guiding future planning and aligning all school practices with strategic development goals.

A significant strength of this year's analysis lies in its consistency across departments. All teams have adopted a reflective approach, contributing comprehensive improvement plans tied to real classroom experiences and school-wide operational realities. The reports also illustrate the school's growth and structural transformation, including the expansion to Grade 7, a restructured leadership team, and increased coordination between programs. **Additionally, this part includes an overview of all school-wide activities conducted throughout the year and a review of formal communications sent to families, which together illustrate the rhythm of school life and the degree of parent-school engagement.** Together, these elements provide a holistic view of the academic and operational efforts that shaped the learning environment during this pivotal year.

PART 2: Inclusion and Guidance Department Report

This section highlights the school's ongoing efforts to foster an inclusive, supportive, and equitable learning environment for all students. It presents a detailed account of the work led by the Inclusion and Guidance Department during the 2024–2025 academic year, including a review of improvement goals, department activities, and specialized programs. The team's structured reflection covers areas such as the implementation of Differentiated Learning Plans (DLPs), individualized and group support sessions, emotional education strategies, and strengthened collaboration with teaching staff. **A notable development this year has been the increased use of co-teaching and targeted classroom support, ensuring that accommodations and adaptations are actively applied in day-to-day teaching and learning.**

The report also emphasizes the department's critical role in school-wide initiatives that promote emotional well-being, social integration, and academic accessibility. Workshops and awareness campaigns, emotional literacy programs, and increased engagement with families and specialists have expanded the department's reach beyond individual intervention. **As the school grows in size and diversity, the role of the Inclusion and Guidance Department has become increasingly central to maintaining a safe and inclusive climate.** This section sets a foundation for the continued development of cross-departmental collaboration and proactive pastoral care as we move into the next academic cycle.

PART 3: Projects and Programs Annual Reports

This section highlights the school's commitment to holistic education through the development and implementation of cross-curricular programs and enrichment projects that complement the academic curriculum. The various initiatives detailed in this section have been designed to support students' intellectual, emotional, social, and civic growth. Coordinators of each program—spanning STEAM, arts and culture, environmental sustainability, health and wellness, volunteering, educational values, and UAE national identity—have provided structured reflections and targeted improvement goals. These contributions demonstrate a maturing culture of strategic planning, integration with classroom learning, and student engagement beyond core academics.

Throughout the 2024–2025 academic year, these programs have played a vital role in fostering 21st-century skills and deepening the school's mission and identity. **Notable achievements include the launch of new robotics modules under STEAM, the formalization of the ECO-School framework, the expansion of community partnerships, and stronger connections with Spanish and Emirati cultural institutions.** This section not only evaluates the effectiveness of each initiative but also reveals the interconnected nature of the programs and their growing alignment with the school's long-term development plan. Together, they reflect the school's vision of producing well-rounded, socially responsible, and globally competent students.

PART 4: Curriculum Coordination Reports

This section of the Annual Report provides a comprehensive overview of the academic initiatives, coordination efforts, and subject-specific strategies undertaken by the Curriculum Coordination Team during the 2024–2025 academic year. **For the first time, dedicated coordinators were appointed for Spanish Literacy, Mathematics, and Science, formally institutionalizing a transversal and vertically aligned curriculum leadership structure.** This new framework has enabled more targeted planning, shared strategic priorities, and structured collaboration across departments. The coordinated work carried out by the Heads of English and MOE Curriculum subjects also played a vital role in fostering data-informed instruction and enhancing coherence in academic delivery throughout the school.

Throughout the year, each subject area developed and implemented improvement plans focused on increasing student engagement, integrating assessment data, and promoting active learning methodologies. The introduction of structured Scope and Sequences, MAP-linked goals, and differentiated resources marked a clear shift toward consistency and academic rigor. Highlights include the launch of school-wide Power Writing routines, weekly science labs, differentiated math instruction using EMAT and ONMAT, and strategic efforts to support students with language barriers in all three official languages. These contributions have laid a strong foundation for curriculum growth and refinement. The results and reflections presented in this section will guide the continuous improvement of teaching and learning across all curricular areas in the 2025–2026 school year.



PART 5: Stakeholders Feedback Reports

This section presents the results and analysis of the annual stakeholder surveys completed by parents, students, and staff during the 2024–2025 academic year. **These surveys are a key component of the school's continuous improvement framework, providing a platform for the school community to share feedback across critical areas such as academic standards, student well-being, communication, leadership, facilities, and school services.** While student participation was comprehensive and staff response rates reached approximately 60%, parental participation was notably lower, with 59 responses submitted from nearly 200 families. This highlights the need to reinforce outreach and engagement strategies with families in future consultation processes to ensure broader representation.

The analysis reveals a number of consistent strengths, including positive teacher-student relationships, inclusive practices, school-home communication, and a culturally rich environment. **Areas identified for improvement** include workload management, clearer communication on school decisions, student discipline and supervision systems, and broader access to extracurricular activities. Several survey responses also touched on bilingual instruction consistency, curriculum pacing, and facilities enhancement. **Each stakeholder section includes a synthesis of open comments and actionable suggestions, many of which have already informed the direction of the 2025–2026 School Development Plan.** Through this feedback process, the school reaffirms its commitment to transparency, responsiveness, and collaborative growth.

PART 6: Behavior, Attendance and Punctuality Reports

As the Spanish School of Abu Dhabi transitioned into a medium-sized institution in 2024–2025, behavioral expectations, attendance consistency, and punctuality emerged as key areas requiring coordinated attention. **This section presents the school's analysis and response to those evolving needs, with detailed reports on student conduct, attendance patterns, and the strategies implemented to address ongoing challenges.** The school experienced a noticeable increase in behavioral incidents—particularly in the upper grades—coinciding with the growth in student numbers and the developmental shift into adolescence. In response, a school-wide behavior management plan was launched, led by the Vice Principal and supported by leadership, inclusion, and coordination teams. A Behavior Committee was formed, visual behavior charts were introduced in all classrooms, and new reward systems were established. The introduction of standardized behavior reporting tools and data dashboards marked the beginning of a more systemic and evidence-based approach to discipline.

Similarly, persistent issues with tardiness and absenteeism—especially among a small but recurring group of students—prompted a comprehensive review of attendance procedures. While the House System and other incentive programs positively impacted some students, the perception of morning routines as optional continued to undermine punctuality efforts. The school implemented early intervention protocols, escalation pathways, and enhanced communication with families, including formal notice letters and meetings facilitated by the social worker. **Reports to ADEK were submitted for cases exceeding established thresholds. Moving forward, the school aims to refine these systems through clearer staff expectations,**

predictive use of data analytics, and increased collaboration with families. Together, these efforts reflect a growing institutional capacity to respond proactively and systematically to conduct and attendance trends, ensuring a safe and structured learning environment for all students.

PART 7: School Services Report

This section presents a detailed review of the operational services that support the daily functioning of the Spanish School of Abu Dhabi. **As the school transitioned into a mid-sized institution in 2024–2025, ensuring that services were scalable, efficient, and responsive became a top priority.** The analysis covers both external provider services—such as transportation, extracurricular activities, and catering—and in-house services, including the Early Bird program, After-School supervision for Kindergarten, and the Spanish Language Center (SLC). **Each service is examined from both operational and strategic perspectives, with clearly defined improvement goals** to address logistics, communication, and family engagement. A shared theme across all services is the shift toward increased formalization, quality control, and integration into the school’s broader development plan.

Significant advancements include the expansion of bus routes, improved supervision structures, formalized tracking systems, and a clearer alignment of services with school values and family expectations. The institutionalization of the SLC as a central academic support service marks a key milestone, with consistently high attendance, DELE exam preparation, and increasing demand among non-Spanish-speaking families. **At the same time, the report highlights several challenges—such as provider responsiveness, inconsistent enrollment systems, and limitations in physical space—that will require attention in the coming year.** The overall objective is clear: to evolve school services from basic support mechanisms into strategic assets that enhance the educational experience, ensure student well-being, and reinforce the school’s identity as a bilingual and community-centered institution.

PART 8: Teacher Performance Evaluation Report

This section outlines the design, implementation, and results of the school’s comprehensive teacher performance evaluation process for the 2024–2025 academic year. Built around the four domains of the school’s internal framework—planning, instruction, student learning, and professional responsibilities—the evaluation system integrates goal setting, self-reflection, peer and leadership observations, and portfolio-based evidence. **This year marked the consolidation of the full annual evaluation cycle, with clear milestones in each term and increased alignment with school development priorities, student outcomes, and professional growth targets.** In addition to the internal tool, a mock inspection process and digital competency self-assessment were added to support calibration and institutional readiness for external evaluation.

The report reveals significant progress in fostering a culture of reflection, feedback, and accountability. **Most teachers demonstrated strong engagement in the evaluation process, particularly during peer observations and personalized feedback sessions.** Key trends identified through targeted observations and mock inspection cycles were used to refine classroom practices and prioritize professional development efforts. **At the same time, the findings highlight ongoing challenges, including variability in evidence quality, the need for**

clearer expectations in some areas, and differentiated support for newly recruited teachers.

The integration of digital tools and instructional technology also emerged as an area for further development. Overall, this part provides a detailed and actionable foundation for continuing to strengthen teacher performance, institutional coherence, and educational quality in the years ahead.

PART 9: Student Performance Reports

This section presents an overview of student academic outcomes for the 2024–2025 academic year, reflecting the school’s evolving approach to data-driven instruction and assessment across all educational stages. **The reports include both internal evaluation data—collected by teachers and departments throughout the year—and results from standardized diagnostic tools.** Student performance is examined across Kindergarten, Primary, and the newly added Grade 7, with a specific focus on curricular areas such as Spanish, English, Mathematics, and Science. Transition assessments for KG2 and Grade 6, as well as diagnostic language assessments in Grades 4 and 7 (DELE and Spanish diagnostic tests), have helped refine instructional groupings, guide support measures, and track student growth over time.

It is important to note that three major data sets—MAP, ABT, and Cambridge English exams—will be analyzed and reported in September 2025, once the full cycle of results becomes available. Their inclusion will further strengthen longitudinal tracking, external benchmarking, and instructional alignment for the upcoming school year. Nonetheless, **the data presented thus far already reveals critical trends, including areas of strength in reading and oral comprehension, and persistent gaps in foundational literacy and mathematical fluency, particularly among students who entered the school with limited Spanish exposure.**

The conclusions drawn here will be expanded upon in Part 9 of the report (Self-Evaluation and SDP) and will directly inform curriculum coordination, targeted support, and teacher training in 2025–2026.

2. School Development Plan for the School Year 2025–2026

The School Development Plan for the 2025–2026 academic year establishes six strategic goals aligned to the Irtiqa inspection framework. Each goal responds to the main findings of the school’s internal self-evaluation (Part 9), survey results and stakeholder feedback (Part 5), and performance trends across academic, pastoral, and operational domains. This plan reflects the school’s continued efforts to deepen alignment, consistency, and impact across all standards of quality education.

The strategic goals address critical areas of development—student achievement, teaching and assessment, personal and social development, curriculum, care and wellbeing, and leadership and management. For each goal, a focused set of initiatives has been defined to build on progress from 2024–2025 and tackle persistent challenges. A full version of the plan with timelines, assigned responsibilities, and KPIs will be shared in September 2025 to guide implementation and monitoring.



Strategic Goal 1 – Student Achievement: *Raise attainment and progress in all core subjects, with a focus on foundational literacy, numeracy, scientific reasoning, and bilingual academic development.*

Initiatives:

1. **Leverage External and National Assessment Tools:** Consolidate the use of MAP, ABT, DELE, and national diagnostic tools to benchmark performance, identify learning gaps, and guide data-informed planning across cycles.
2. **Strengthen Curriculum Alignment and Progression:** Finalize and implement scopes and sequences that integrate MAP RIT bands, LOMLOE descriptors, and UAE standards to ensure vertical alignment and coherent instruction.
3. **Establish Robust Data-Driven Instruction Cycles:** Implement structured data cycles—coordinated by the Data Team and curriculum leads—that support regrouping, differentiated lesson planning, and instructional adjustments based on trends.
4. **Expand Support Structures Through Targeted Interventions:** Strengthen coordination among ELE, Inclusion, and RTI teams to provide flexible academic interventions based on student progress and diagnostic results.
5. **Improve Expressive Writing Across Languages:** Embed genre-specific writing instruction, scaffolding, and modeling across Spanish, Arabic, and English to build clarity, organization, and vocabulary use in written expression.
6. **Foster Student Ownership and Academic Reflection:** Promote goal setting, reflective journaling, and student-led learning conferences to increase student accountability and awareness of academic targets.
7. **Deepen Inquiry Through STEAM Integration:** Use inquiry-based projects, real-world challenges, and interdisciplinary connections—especially in science and math—to strengthen critical thinking and application.
8. **Integrate Technology and AI for Differentiated Learning:** Introduce AI-supported learning tools and digital platforms to personalize instruction, promote independence, and support advanced learners.
9. **Expand Remedial and Extension Opportunities:** Offer after-school or integrated school-day academic support, such as literacy workshops, numeracy clubs, and peer tutoring, based on internal data analysis.

Strategic Goal 2 – Personal and Social Development: *Foster a respectful, engaged, and responsible student body through inclusive values education, student leadership, and well-being initiatives.*

Initiatives:

1. **Strengthen Implementation of the School-Wide Values Program:** While a clear framework exists, its application has been inconsistent across departments and cycles. This initiative will focus on re-launching the values program with clear guidance, regular monitoring, and integration into weekly lesson planning, assemblies, and student reflection activities. Themes such as respect, empathy, and responsibility will be revisited with concrete classroom applications and stronger alignment with UAE National Identity outcomes.

2. **Expand Student Leadership and Voice Opportunities:** Empower students to lead reflection boards, values campaigns, assemblies, and club activities through the Student Council and classroom-level leadership roles.
3. **Launch the “Influential Figures Across Cultures” Program:** Introduce a structured intercultural initiative highlighting figures from Spanish, Emirati, and global contexts to promote mutual respect, identity-building, and cross-cultural awareness.
4. **Consolidate and Diversify Enrichment Activities:** Enhance lunchtime and after-school programming through wellness, arts, STEM, and language-based clubs. Support student-led clubs and expand their role in co-designing activities.
5. **Reinforce Integrated Wellness Education:** Strengthen collaboration between PE, the guidance team, and the school nurse to deliver coordinated wellness education on hygiene, nutrition, emotional regulation, and healthy relationships.
6. **Develop Service Learning and Civic Engagement Projects:** Organize experiential events such as Solidarity Day, environmental campaigns, and partnerships with local organizations (e.g., Red Crescent, ADEK) to deepen students’ civic responsibility.
7. **Foster Family Engagement in Wellbeing and Values:** Establish a Family Wellness Club and host values-based workshops that connect home and school efforts to nurture responsible, empathetic, and socially aware students.
8. **Evaluate Impact and Engagement Regularly:** Monitor program effectiveness through student participation rates, behavior logs, and qualitative feedback from staff, students, and families. Use findings to adjust and refine programming.

Strategic Goal 3 – Teaching and Assessment: *Ensure high-quality, student-centered, and data-informed instruction through consistent teaching practices, effective use of assessment, and embedded professional learning.*

Initiatives:

1. **Strengthen Planning for Impactful Instruction:** Refine lesson planning protocols to ensure that objectives, success criteria, and real-world connections are explicitly visible across all subjects and grade levels.
2. **Promote Active Learning and Reduce Teacher Talk Time:** Embed collaborative structures and inquiry-based strategies in daily routines to increase student engagement, ownership, and critical thinking.
3. **Differentiate Learning for All Students:** Clarify and monitor expectations for tiered support and challenge in lessons. Embed differentiation into task design, questioning, and assessment products.
4. **Elevate Questioning and Classroom Dialogue:** Train teachers to use a range of open-ended, higher-order questions that promote meaningful dialogue and deepen conceptual understanding.
5. **Embed Student-Centered Assessment Practices:** Pilot and scale the use of co-constructed rubrics and success criteria to support self- and peer-assessment, fostering reflection and metacognition.
6. **Improve Feedback Quality and Consistency:** Focus written and verbal feedback on student progress toward learning goals, using formative evidence to guide “next steps” for improvement.



7. **Standardize Internal Assessment and Moderation:** Launch moderation routines for key assessments in core subjects to ensure reliability and rigor, and explore external partnerships for cross-checking.
8. **Build Capacity Through Coaching and Support:** Provide targeted coaching for classroom assistants and teachers based on observation trends and mock inspection outcomes to address specific growth areas.
9. **Leverage Data to Inform Instructional Action:** Use subject- and phase-specific action plans to respond to classroom observation data, student results, and inspection recommendations.
10. **Integrate Technology into Learning and Assessment:** Promote student-centered use of technology for research, digital content creation, and formative checks, especially in STEAM and project-based tasks.

Strategic Goal 4 – Curriculum: *Develop and adapt curriculum offerings to ensure vertical and transversal alignment, multilingual access, and student engagement through active and interdisciplinary learning.*

Initiatives:

1. **Strengthen Scope and Sequence Frameworks:** Finalize and implement comprehensive Scope and Sequence documents across all subjects, aligned with LOMLOE, MAP, and UAE standards to ensure coherence and instructional consistency.
2. **Institutionalize Collaborative Curriculum Leadership:** Establish monthly Curriculum Coordination Team meetings to monitor progress, share effective practices, and align strategies across Spanish, Mathematics, Science, English, and MOE subjects.
3. **Embed Active Methodologies Across Disciplines:** Foster integration of active methodologies and school-wide initiatives—such as Power Writing, scientific inquiry, and gamified numeracy—within structured classroom routines to deepen student engagement and application.
4. **Enhance Multilingual Access and Support:** Strengthen support for language acquisition across Spanish, English, and Arabic through differentiated content, ELE/ESL pathways, and language-specific benchmarks.
5. **Promote Interdisciplinary and Thematic Learning:** Reinforce cross-curricular collaboration through interdisciplinary projects and thematic weeks that connect literacy, numeracy, scientific thinking, values education, and cultural identity.
6. **Leverage Digital Platforms for Personalized Learning:** Ensure consistent and meaningful use of digital platforms (e.g., EMAT, ONMAT, Alef, RAZ Kids) to personalize learning and support the needs of ELE and SOD students.
7. **Map Curriculum for Inclusion and Identity:** Improve curriculum mapping to reflect differentiated entry points, scaffolded support, and integration of national identity and sustainability themes.
8. **Build Curriculum Leadership Capacity:** Launch targeted professional development for curriculum leads and teachers on inclusive instructional design, cross-linguistic strategies, and effective resource planning.
9. **Enrich Learning Through Extension Programs:** Pilot and expand writing, STEM, and heritage-based enrichment programs embedded into the curriculum calendar to enhance creativity, critical thinking, and identity building.

Strategic Goal 5 – Care, Guidance and Wellbeing: *Promote a safe, inclusive, and supportive environment that nurtures students' emotional, social, and academic development.*

Initiatives:

1. **Refine Whole-School Support Systems:** Finalize a structured Multi-Tiered System of Support (MTSS) to clearly define and document Tier 1, Tier 2, and Tier 3 interventions. Include dedicated schedules, referral protocols, and a digital tracking system to ensure clarity and consistency across teams.
2. **Strengthen Early Identification and Targeted Interventions::** Expand the use of universal screeners (e.g., MAP, DIBELS) and teacher referrals to systematically identify academic and emotional needs. Develop formal Tier 3 intervention protocols in collaboration with the Inclusion and Guidance teams to ensure continuity of support.
3. **Embed Emotional Education Across All Stages::** Implement comprehensive, age-appropriate emotional education programs in early years, primary, and secondary cycles through the Tutorial Action Plan (PAT). Topics will include empathy, resilience, emotional regulation, friendships, digital safety, and mental health, with an emphasis in prevention, rather than intervention.
4. **Promote Proactive Social-Emotional Development::** Continue programs such as the Houses Initiative, Future Stars, Our Talent In Action, and socio-emotional growth workshops to develop teamwork, respect, and self-regulation. Increase student-led initiatives like the Anti-Bullying Fair and introduce quarterly awareness campaigns on key wellbeing themes.
5. **Enhance Student Safeguarding and Staff Training:** Deliver mandatory staff workshops each term on safeguarding, supervision protocols, and incident response procedures. Include specialized training for recognizing signs of distress or risk and handling disclosures appropriately.
6. **Strengthen Family-School Partnerships::** Offer regular parent workshops on wellbeing topics such as cyberbullying, positive discipline, and emotional development. Involve families in intervention planning and extend learning strategies into the home through accessible resources and communication.
7. **Develop Specialized and Inclusive Learning Spaces::** Expand and formalize the Open Classroom model to provide structured morning academic support and sensory regulation activities in the afternoon. Prioritize accessibility and differentiated support for students with specific needs.

Strategic Goal 6 – Leadership and Management: *Build sustainable leadership structures and enhance school-wide coherence through inclusive communication, distributed leadership, and accountability-driven systems.*

Initiatives:

1. **Strengthen Middle Leadership and SLT Coordination:** Formalize roles and responsibilities within the SLT and middle leadership, ensuring clarity, distributed authority, and aligned messaging. Create SLT coordination routines (e.g., weekly alignment meetings, joint walkthroughs) to ensure coherence and unity across communication, planning, and supervision.

2. **Build a Culture of Recognition and Staff Wellbeing:** Introduce formal staff recognition programs (e.g., "Teacher of the Month," team acknowledgments) and promote wellbeing through accessible wellness activities. Protect personal time by avoiding non-essential meetings outside contracted hours.
3. **Enhance Communication Flow and Timeliness:** Define clear communication channels and protocols for announcements, schedule changes, and deadlines. Prioritize advance notice and transparency to reduce uncertainty and support staff planning. Introduce cross-cycle briefings to improve vertical coordination.
4. **Expand Peer Collaboration and Coaching Systems:** Strengthen peer observation and coaching routines through structured calendars and shared planning sessions. Include multilingual and cross-department collaboration to encourage consistency and best practice sharing.
5. **Improve Supervision, Health, and Safety Protocols:** Ensure consistent staff presence during key supervision times (arrival, breaks, dismissal) and maintain updated safety protocols. Increase SLT visibility in school life (e.g., playgrounds, drop-offs) to build community trust and model active leadership.
6. **Streamline Operational and HR Systems:** Clarify task distribution and provide digital tools to support real-time coordination of coverage, evaluations, and follow-up. Reduce administrative overload by reviewing and delegating non-essential tasks.
7. **Align Professional Development with Institutional Needs:** Design annual PD plans with staff input and relevance in mind. Focus on areas such as communication, inclusive practices, instructional leadership, and time management. Schedule PD during working hours, or online, to enhance accessibility.
8. **Promote Inclusive Leadership and Participatory Decision-Making:** Establish forums for staff feedback and involvement in school-wide decisions (e.g., suggestion box, working groups, shared governance initiatives). Prioritize transparency and consistent follow-through to increase trust and cohesion.

Conclusion

The Annual Report for the 2024–2025 academic year provides a comprehensive overview of the school's development, highlighting significant progress, evolving challenges, and the collective efforts of our dedicated teams. This year has been pivotal in positioning the Spanish School of Abu Dhabi on a path of sustainable growth, marked by an **80% increase in staff**, a **37% rise in student enrollment**, the **official launch of our secondary school**, and **successful recognition by the Spanish Ministry of Education**.

Through the detailed departmental and programmatic analyses across all eleven parts of this report, we have identified clear strengths and outlined strategic areas for improvement. The introduction of targeted peer and mock inspections, new teacher evaluation systems, revised coordination frameworks, and expanded student assessment tools has laid the foundation for deeper instructional coherence and academic accountability. Stakeholder feedback and the Self-Evaluation Framework process (Part 9) have informed the development of our School Development Plan for 2025–2026, ensuring each Irtiqa standard is addressed with precision and vision.

This year also marked the **consolidation of a new leadership team**, whose members have brought fresh perspectives, energy, and technical expertise to critical areas of school operations and academic leadership. Their contributions—spanning curriculum development, data and intervention systems, performance evaluation, and staff development—have been instrumental in navigating a year of rapid transformation while maintaining high standards of quality and care. Their collaborative spirit and alignment with the school’s mission have enriched our shared vision and strengthened our capacity to deliver on it.

We remain committed to aligning our unique bilingual and multicultural educational model with both UAE and Spanish educational priorities. This includes scaling up personalized support services, digital innovation, and initiatives that promote student wellbeing and values. The full version of our development plan, including timelines and KPIs, will be finalized in September 2025, guiding our next phase of growth.

The Spanish School of Abu Dhabi continues to move forward with resolve, collaboration, and a deep commitment to academic and personal excellence for all learners.

With sincere appreciation,

The Leadership Team
The Spanish School of Abu Dhabi

ANNUAL REPORT

Part 1

TEACHING TEAMS AND DEPARTMENTS END OF THE YEAR REPORT



ACADEMIC YEAR: 2024-2025

SUMMARY OF THE SCHOOL'S TEAMS AND DEPARTMENTS ANNUAL REPORTS IMPROVEMENT GOALS BY AREA

PRESENTATION

In my third year as principal of the Spanish School of Abu Dhabi, my role has involved a comprehensive review and analysis of the individual reports submitted by each teaching team and department. These reports have offered invaluable insights into the successes, challenges, and areas that require improvement within various domains. This document serves as an annual report, presenting a summary and analysis of the proposed goals for improvement outlined by the teaching teams and departments for the academic year 2024-2025. The report focuses on ten distinct domains:

1. **Teaching-Learning Process,**
2. **Assessment and Evaluation,**
3. **Curricular Compliance,**
4. **Coexistence and School Climate,**
5. **Support to Students: Attention to Diversity**
6. **School Processes and Routines,**
7. **Complementary and Extracurricular Activities,**
8. **Relationship and Communication with Families,**
9. **Teaching Coordination,**
10. **Management and Operations.**

Through this analysis, we aim to identify areas of growth and establish a framework for enhancing the educational experience provided by the Spanish School of Abu Dhabi.

1. TEACHING-LEARNING PROCESS

1.1 Introduction

The analysis of the Teaching-Learning Process for the academic year 2024-2025 reflects the collective efforts of the different educational stages (Kindergarten, Primary, Secondary, and MOE Curriculum), as well as the English and Inclusion Departments. Across all areas, the focus remains on enhancing student engagement, refining teaching strategies, and ensuring consistency in the implementation of effective pedagogical practices. Despite the progress made, certain challenges persist, highlighting the need for continued strategic improvement.

1.2 Proposed Improvement Goals in this Area

1.2.1 Classroom Environment and Student Engagement

- Establish homeroom sessions on Monday mornings in Kindergarten to enhance emotional connections and classroom community.
- Promote active learning strategies in Primary and Secondary through projects, discussions, and hands-on activities.
- Improve scheduling to reduce session loss and promote learning continuity.
- Increase efforts to integrate Emotional Education more systematically in all stages.

1.2.2 Technology and Resources

- Improve internet connectivity to ensure the smooth running of digital-based activities.
- Provide individual tablets for MOE curriculum students and enhance teacher training in educational technology.
- Reinforce the meaningful use of educational platforms (e.g., Razz Kids, Alef, Kutubee) by assigning targeted homework and monitoring engagement.

1.2.3 Curriculum Implementation and Adaptation

- Evaluate the continuation of the Tekman program throughout the year.
- Adapt learning sequences to be realistic in terms of time and flexible to accommodate unforeseen interruptions.
- Plan and implement a more structured approach to differentiated instruction, particularly in English and for students with diverse needs.
- Reconsider scheduling of Arabic and Islamic subjects to align with students' attention spans (avoid post-lunch periods).
- Reinforce cross-curricular collaboration for Project-Based Learning (PBL) to ensure depth and consistency.

1.2.4 Professional Development and Instructional Strategies

- Increase professional development focused on differentiation, technology integration, and formative assessment.
- Foster reflective practices through scheduled meetings specifically aimed at analyzing the teaching-learning process.
- Encourage staff to co-construct DLPs (Diverse Learning Plans) and share responsibility for students with special needs.
- Reinforce UDL (Universal Design for Learning) strategies across all departments.

1.2.5 Support Programs and Inclusive Education

- Strengthen language support for non-Spanish-speaking students through Spanish as a Foreign Language (ELE) classes in Early Years and Primary.
- Enhance Mathematics support through cross-grouping strategies based on levels.
- Start reading reinforcement programs from September.
- Develop more cross-cutting and structured emotional education programs, ensuring continuity and coherence.
- Improve coordination and communication between Inclusion staff and teaching teams, with bi-weekly meetings and formalized DLP documentation.

1.3 Conclusion

Across all educational stages, the Spanish School of Abu Dhabi remains committed to refining the Teaching-Learning Process by fostering more engaging, inclusive, and reflective practices. Our strategic goals focus on strengthening classroom environments, enhancing the use of technology, aligning curriculum implementation with realistic timeframes, supporting staff development, and advancing inclusive education programs. These improvements aim to ensure a richer and more impactful educational experience for all students in the 2024-2025 academic year.

2. ASSESSMENT AND EVALUATION

2.1 Introduction

The analysis of assessment and evaluation practices across all educational stages at the Spanish School of Abu Dhabi demonstrates a progressive alignment with best practices, focusing on continuous, formative, and data-informed strategies to enhance student learning outcomes. While important progress has been made through diversified assessment methods, challenges remain in standardization, coordination, and resource availability. This report synthesizes findings from Kindergarten, Primary, Secondary, MOE Curriculum, English, and Inclusion teams to define areas of improvement for 2024-2025.

2.2 Proposed Improvement Goals in this Area

2.2.1 Mid-Term and Continuous Assessment

- Review the necessity of the Mid-Term reports in Kindergarten; either eliminate them or restructure with clear evaluation criteria.
- Maintain and enhance the practice of continuous assessment through varied tools (rubrics, observation records, projects, formal exams).
- Establish a **unified exam calendar per term** for Primary and Secondary to prevent overlap and ensure balanced workload distribution.
- Ensure that all teachers update grades consistently on platforms to support timely and accurate monitoring.
- Optimize the management of **MAP testing** by improving scheduling, acquiring additional devices where possible, and minimizing disruptions to lessons.
- In MOE, ensure diagnostic and ABT exam results inform tailored support and targeted teaching interventions.
- In English, align formative and summative assessments more effectively with Cambridge One and MAP expectations, adapting to students' actual proficiency levels.
- Reinforce the use of self and peer-assessment across all stages to strengthen metacognitive skills.

2.2.2 Literacy and Skill Development

- Align assessments across departments with clear learning objectives tied to literacy and skills progression.
- Encourage the use of varied assessment methods (projects, portfolios, presentations) to capture a wide range of competencies.
- Ensure regular review of the language accessibility in assessment materials, especially for MOE and Inclusion students.
- Prioritize skill development through reflection on “Next Steps” as part of the assessment cycle, particularly within Inclusion programs.
- Incorporate literacy-focused tracking tools like “My Goals and Data” sheets in English for student self-monitoring.

2.2.3 Inclusive and Diverse Assessment Methods

- Standardize the use of rubrics across all areas for transparent and consistent evaluation.
- Ensure assessments accommodate diverse learning profiles through differentiated methods and adaptations.
- Further integrate **social-emotional assessment tools** to complement academic evaluations in the Inclusion Department.
- Continue promoting inclusive practices through collaborative assessments, clear criteria, and differentiated opportunities for success.
- Review assessment schedules for MOE core subjects to improve student attentiveness (avoid post-lunch periods).
- Conduct regular reviews of IEP/DLP objectives' achievement through collaborative evaluations between Inclusion staff and classroom teachers.

2.2.4 Communication and Collaboration

- Increase structured, periodic meetings within departments to align on assessment strategies, exam scheduling, and progress monitoring.
- Improve coordination between tutors, specialists, and the Inclusion team to ensure accurate assessment of student progress and support planning.
- Communicate ADEK's grading regulations more clearly to families to align expectations with actual reporting outcomes.
- Reinforce the importance of professional conversations around assessment standards to promote consistency and coherence across all subjects.

2.2.5 Data Management and Support Systems

- Evaluate the effectiveness of **Additio** in Kindergarten and consider alternative platforms more suited to Early Years needs.
- Establish systematic processes for recording assessment data, particularly within Inclusion (task tracking, data analysis through graphs).
- Develop strategies to monitor and respond to absenteeism to ensure the collection of sufficient evidence for fair evaluation.
- Increase professional development on data interpretation and feedback practices to enhance the impact of assessment on teaching.
- Incorporate a structured approach to **Outcome Star** assessments and expand data tracking tools for better reporting on interventions.

2.3 Conclusion

The Spanish School of Abu Dhabi remains committed to advancing its assessment and evaluation practices by promoting fairness, consistency, and inclusivity. By refining current processes and embracing data-driven strategies, the school aims to strengthen the integrity of assessment, ensure accurate reporting of student progress, and align evaluations with the diverse needs of its learning community. These improvements will contribute directly to enhancing student achievement and the overall quality of teaching and learning during the 2024-2025 academic year.

3. CURRICULAR COMPLIANCE

3.1 Introduction

The review of curricular compliance at the Spanish School of Abu Dhabi highlights the continued efforts to ensure alignment with both the Spanish and UAE frameworks. Across all stages — Kindergarten, Primary, Secondary, MOE Curriculum, English, and Inclusion — there has been a focus on curriculum delivery, adaptation, and monitoring. While positive progress is noted, particularly in adapting programs to the UAE context and in the use of diagnostic tools like MAP, there remain areas requiring greater coherence, coordination, and resource enhancement to strengthen alignment, engagement, and support for all students.

3.2 Proposed Improvement Goals in this Area

3.2.1 Implementation and Alignment

- **Kindergarten:** Ensure the curricular improvement proposals developed by teachers are formally reviewed and integrated into the 2024-2025 planning cycle.
- **Primary and Secondary:** Improve coordination between departments to avoid overlaps or gaps and establish more **transversal units** that foster meaningful connections between subjects.
- Align lesson planning with realistic timeframes, considering the school calendar and minimizing disruptions from events.
- Implement a **shared evaluation protocol and common assessment criteria** to ensure consistency across subjects and grade levels.
- **MOE Curriculum:** Continue reinforcing the UAE National Identity program while integrating cross-curricular connections more systematically.
- **English:** Revise the scope and sequence to align ESL benchmarks with Cambridge One, accounting for varied proficiency levels.
- **Inclusion:** Strengthen the monitoring of curricular adaptations through structured meetings and shared documents for coordination.

3.2.2 Material Support and Accessibility

- Address **shortages of appropriate resources** such as age-appropriate reading materials for KG and differentiated materials for MOE students.
- Improve accessibility of adapted materials in all areas, ensuring they meet the diverse needs of students, particularly in subjects where gaps remain.
- Review and improve the use of digital platforms (Alef, WordWall, Cambridge One) to ensure consistent engagement and meaningful use across classrooms.
- Explore more intuitive and Early Years-specific platforms to replace tools like Additio where needed.

3.2.3 Adapting and Enhancing Curriculum

- Integrate **Emirati cultural elements** more deliberately across planning and activities to strengthen contextual relevance.
- Foster the development of curricular adaptations through structured collaboration with Inclusion, ensuring materials align with student needs.

- Design and implement **Advanced Learning Programs (ALPs)** and differentiated pathways for high-achieving students.
- For MOE, embed more inquiry-based learning opportunities to complement content-heavy approaches and promote higher-order thinking.

3.2.4 Engagement and Active Methodologies Strategies

- Reframe lesson planning in Primary and Secondary to include more **active methodologies** (PBL, collaborative tasks, reflective activities) to increase engagement.
- Promote cross-departmental collaboration to develop interdisciplinary projects fostering skills in analysis, creativity, and problem-solving.
- Reduce reliance on worksheets, particularly in Kindergarten and MOE, by offering more experiential, hands-on learning opportunities.
- Schedule support programs (e.g., Inclusion's OPEN CLASSROOM) during core academic periods to maximize impact on learning.

3.2.5 Support Programs and Resources

- Enhance support for students through structured programs targeting identified gaps, such as **level-based groupings in Math and Languages**, across Primary and Secondary.
- Strengthen the use of IEPs/DLPs with clear, measurable, and jointly reviewed objectives each term.
- Continue developing Inclusion's **systematic documentation processes**, including termly goals, social-emotional program targets, and coordination tools.
- Increase family involvement through workshops to support at-home learning, particularly for MOE students with language acquisition needs.
- Facilitate collaboration between tutors, specialists, and assistants to ensure proactive and cohesive planning of curricular support.

3.3 Conclusion

Curricular compliance at the Spanish School of Abu Dhabi demonstrates both adherence to statutory frameworks and responsiveness to the unique needs of the student body. However, refinement is needed to achieve greater coherence, ensure differentiated access, and foster engagement through active methodologies. By prioritizing coordination, realistic planning, and inclusive adaptations, the school is well-positioned to strengthen curriculum delivery, promote deeper learning, and enhance student outcomes in the 2024-2025 academic year.

4. COEXISTENCE AND SCHOOL CLIMATE

4.1 Introduction

Fostering a positive and inclusive school climate remains a fundamental priority at the Spanish School of Abu Dhabi. Across all stages and departments, efforts have been directed toward building respectful, safe, and supportive environments conducive to students' academic, social, and emotional development. While substantial progress has been made in cultivating relationships and establishing routines, there are still areas for improvement related to consistency in behavior management, spaces for student engagement, and communication between stakeholders.



4.2 Proposed Improvement Goals in this Area

4.2.1 Fostering Relationships and Community

- Strengthen **Welcome Plans and reception strategies**, particularly for new or linguistically vulnerable students, ensuring personalized monitoring and clear visual supports to promote smoother integration.
- Expand opportunities for **cross-stage interaction** (e.g., older students supporting younger students, service learning activities) to enhance the sense of belonging, responsibility, and mutual respect across the school.
- Formalize and expand **interstage activities** and initiatives like the SSAD Casas Project and clubs during break times to encourage broader social relationships and cooperation.
- Organize more **community-building events** (welcome/farewell assemblies, student-led assemblies on values) to reinforce shared values and strengthen bonds within the school community.

4.2.2 Improving Communication and Collaboration

- Enhance collaboration between **homeroom teachers, specialists, social workers, and Inclusion teams** to ensure timely and coherent interventions in behavior and well-being matters.
- Improve communication channels with **families** through more accessible formats, more frequent meetings, and proactive sharing of protocols and expectations (e.g., Code of Conduct).
- Reinforce communication within teams regarding behavioral incidents through **standardized documentation systems** (Behavior Forms, online platforms) for consistency and follow-up.
- Promote **interdisciplinary collaboration** through structured planning sessions, particularly in areas like English, to ensure coherence across the curriculum and shared responsibility for climate and behavior.

4.2.3 Enhancing Classroom Management and Procedures

- Implement systematic **training for teachers** on effective classroom management, cultural diversity, and conflict resolution tailored to the needs of an international school environment.
- Establish **clear, coherent, and consistently applied behavioral protocols** across classrooms, dining areas, and common spaces to reduce confusion and ensure fairness.
- Reinforce the use of **visual aids and clear displays of rules** in all classrooms, creating uniformity and supporting understanding for all learners.
- Ensure equitable and effective **supervision structures** (e.g., break time managers, canteen managers) to uphold standards and provide a safe environment.

4.2.4 Providing Suitable Spaces and Resources

- Review and improve **outdoor and shared spaces** (e.g., shaded parking, separate recess areas for KG1 and KG2, safe playgrounds) to better support positive interactions and well-being.
- Create more **unstructured spaces for free interaction** among students from different levels to strengthen social bonds and reduce isolation.

- Develop systems for **bathroom supervision** and management to address concerns about misuse and ensure consistency.
- Ensure equitable access to **support staff and resources** across departments, including teaching assistants with specific language skills for English learners.

4.2.5 Supporting Behavior and Inclusion

- Strengthen the **Code of Conduct through staff training** during Induction Week and ongoing termly sessions to ensure uniform application.
- Establish and consistently apply **clear consequences for inappropriate behavior**, reinforcing fairness and accountability.
- Promote student involvement through **peer mediation programs, student leadership roles**, and service learning initiatives to encourage responsibility and autonomy in maintaining positive coexistence.
- Develop structured **behavior monitoring systems** with clear documentation, follow-up protocols, and inclusion of home-school collaboration.
- Enhance **emotional education and mindfulness programs** in Primary and Secondary, providing students with tools to manage stress and build resilience.

4.3 Conclusion

The Spanish School of Abu Dhabi recognizes the centrality of a positive school climate in fostering well-being, engagement, and academic success. While strong foundations have been laid through various initiatives and practices, there is a clear need to enhance consistency, communication, and proactive interventions. Strengthening collaboration, refining management structures, and embedding social-emotional learning more deeply will contribute to a respectful, inclusive, and nurturing environment where all students and staff feel valued and supported.

5. SUPPORT TO STUDENTS: ATTENTION TO DIVERSITY

5.1 Introduction

The Spanish School of Abu Dhabi continues to prioritize inclusive education, personalized learning pathways, and holistic student support through its diverse and evolving programs. Efforts across Early Years, Primary, Secondary, MOE Curriculum, English, and Inclusion departments reflect an ongoing commitment to addressing the broad spectrum of student needs, from those requiring academic reinforcement to those with socio-emotional, linguistic, and behavioral support needs. Despite the positive outcomes noted, challenges remain around resource availability, coordination, and systematization of processes to ensure equitable and effective provision for all students.

5.2 Proposed Improvement Goals in this Area

5.2.1 Pedagogical and Individualized Support

- Increase in-class and pull-out **support hours** for students with specific educational needs to allow more systematic and sustained interventions.



- Strengthen collaboration between **homeroom teachers, inclusion teachers, and specialists** through scheduled, protected weekly coordination time, integrated into the Tutorial Action Plan.
- Improve detection and assessment protocols through more agile and **systematic observation-based tools**.
- Optimize the **calm corners and differentiated spaces** within classrooms to support emotional regulation and individualized learning needs, especially in Early Years.

5.2.2 Specialized Services and External Partnerships

- Improve coordination with **external agencies (ADEK, ECA, Child Protection)** for timely interventions.
- Strengthen use of specialized services, including social work and counseling, through clearer **scheduling, follow-up systems, and communication channels**.
- Develop **shared protocols for referrals, follow-ups, and collaboration** with external therapists or specialists when applicable.

5.2.3 Curricular Adaptation and Inclusive Practices

- Enhance the use of **Individualized Education Plans (IEPs)** through regular monitoring, systematic reviews, and shared accountability.
- Ensure a balance between in-class support and individualized interventions for students with **neurodevelopmental disorders or significant learning needs**.
- Broaden access to differentiated materials and learning experiences tailored to the full range of abilities.
- Continue developing **Advanced Learning Programs (ALPs)** for students identified as Gifted and Talented to ensure challenge and progression.

5.2.4 Support and Inclusion Initiatives

- Promote initiatives like the **SSAD Casas Project, clubs during break time, peer mentoring, and service-learning activities** to reinforce inclusion and cooperation.
- Reinforce the role of **Inclusion as a supportive, not punitive, resource** through proactive awareness and communication campaigns within the school.
- Enhance transition planning between stages, especially for vulnerable learners, through structured preparation and monitoring.

5.2.5 Catering Support to All Students: From SEN to G&T

- Expand resources and targeted programming to ensure tailored support not only for students with Special Educational Needs (SEN) but also for those requiring academic enrichment.
- Reinforce programs that promote **autonomy, resilience, and responsibility** through structured challenges and leadership opportunities.

5.2.6 Physical and Technological Infrastructure

- Ensure dedicated, well-equipped spaces for inclusion services (open classroom, breakout spaces).
- Improve access to **digital resources** tailored to diverse learning needs, including assistive technologies and platforms for differentiated instruction.

- Monitor and adapt the **physical environment** (calm corners, sensory tools) to foster accessibility and inclusivity.

5.2.7 Language Support and Multicultural Awareness

- Strengthen **Spanish as a Foreign Language (ELE)** and targeted English language support through structured programs in Early Years and Primary.
- Develop **visual, scaffolded resources** to support language acquisition and inclusion for non-native speakers.
- Expand initiatives to celebrate and integrate the school's **multicultural diversity**, balancing UAE National Identity with international awareness through thematic activities, assemblies, and student-led projects.
- Facilitate student voice through **cultural exchange programs, projects, and peer learning opportunities**.
- Foster cultural competency among staff through ongoing **professional development and collaboration**.

5.2.8 Safeguarding and Confidentiality

- Further develop and systematize safeguarding protocols, including the **alignment of the Socio-Emotional Growth Program, Values Program, Eco-School initiatives, and Inclusion workshops**.
- Systematize **bullying prevention programs** within the Tutorial Action Plan.
- Improve use of confidential digital platforms for monitoring and reporting safeguarding concerns.
- Reinforce staff training on the **Code of Conduct, confidentiality, and safeguarding procedures** through termly sessions and induction.
- Establish clearer channels for communication and follow-up between teachers, specialists, and social workers on safeguarding matters.

5.3 Conclusion

The Spanish School of Abu Dhabi remains steadfast in its mission to provide comprehensive, equitable, and culturally sensitive support to its diverse student body. The strategic goals outlined emphasize strengthening structures, refining coordination, expanding resources, and ensuring a proactive and preventative approach to diversity, inclusion, and safeguarding. By embedding these improvements into daily practice, the school will continue to foster a safe, supportive, and empowering environment for every learner.

6. SCHOOL PROCESSES AND ROUTINES

6.1 Introduction

The Spanish School of Abu Dhabi has worked to establish clear and consistent school routines that promote student well-being, safety, and organizational efficiency. These processes have facilitated smoother daily operations and contributed to a positive climate for learning. However, as the school grows and student needs evolve, there are areas where routines, protocols, and communication require adjustment and strengthening to ensure coherence, consistency, and alignment with the school's educational goals and values.

6.2 Proposed Improvement Goals in this Area

6.2.1 Students' Drop-off, Dismissal, and Pick-ups

- Improve clarity and consistency in **entry and dismissal routines**, reinforcing expectations with students, families, and staff.
- Establish stricter measures for **late arrivals** (clear consequences, monitoring by homeroom teachers, follow-up by social workers).
- Enhance **bus supervision routines** to ensure safety and consistency.
- Clarify responsibilities for **entry control, prayer supervision, and authorized pick-up verification**.
- Develop a clear **Prayer Protocol**, ensuring appropriate supervision and respecting cultural expectations.

6.2.2 Communication with Families

- Simplify and clarify weekly communication for Early Years to enhance parental engagement.
- Strengthen consistency in **reporting attendance and punctuality** issues to families.
- Reinforce communication on **healthy habits, uniforms, and behavioral expectations** to ensure alignment between school and home.
- Gather feedback through **surveys on school routines and processes** to inform improvements.

6.2.3 Class Transitions and Classroom Management

- Improve the organization of **class transitions, queues, and movements between spaces**, ensuring supervision and consistency.
- Reinforce routines during transitions to specialist rooms and breaks to minimize disruption and ensure student safety.
- Use tools like **auditory timers** to support smooth transitions between activities.
- Address supervision gaps in corridors, halls and shared spaces to ensure students are monitored throughout the day.

6.2.4 Physical and Environmental Improvements

- Improve **Early Years and Pre-KG facilities**, including better ventilation and shaded outdoor spaces.
- Optimize use of **shared spaces (auditorium, ICT rooms, playgrounds)** through clearer scheduling aligned with MAP testing and events.
- Enhance environmental comfort and safety in high-temperature months with appropriate adaptations (indoor playground, shaded areas).

6.2.5 Teacher and Staff Involvement

- Encourage **greater teacher input in processes** affecting schedules, professional development, and routines.
- Schedule PD sessions more mindfully, considering workload, timing, and linguistic needs (where applicable).
- Continue to **reinforce the role of homeroom teachers** in monitoring attendance, punctuality, and student well-being.

- Foster collaboration between departments (e.g., MOE, Inclusion) to align expectations and share good practices.

6.2.6 Protocols: Prayer, Supervision, Lunch, Snack, etc.

- Formalize protocols for **prayer time supervision, lunch routines, and hygiene practices** (handwashing, etc.).
- Establish clear expectations and supervision for lunch and break times, ensuring support for students with specific needs (quiet spaces, etc.).
- Review and communicate expectations consistently around **school uniforms and behavior standards**.
- Reinforce supervision roles during prayer time, including provisions for gender-appropriate supervision.

6.2.7 Attendance and Punctuality Monitoring

- Assign clear responsibility for **tracking and reporting attendance and punctuality** (tutors, social workers).
- Systematize tracking tools to ensure consistency across year groups and stages.
- Develop strategies to **support families struggling with punctuality**, moving beyond communication to agreed-upon actions.
- Monitor trends and communicate clearly with families through structured feedback mechanisms.

6.2.8 Daily Organization and Substitutions

- Clarify internal processes for **covering teacher absences and substitutions**; ensure clear communication and planning.
- Address the challenge of insufficient human resources during key periods (e.g., MAP testing) to avoid disruption.
- Ensure substitute coverage supports continuity in student learning and supervision.

6.2.9 Internal Communication and Coordination

- Reinforce the importance of respecting **pre-scheduled meetings and protected times for collaboration** (especially for Inclusion and social workers).
- Strengthen communication between departments, ensuring alignment and avoiding conflicting directives.
- Foster **cross-departmental collaboration** to ensure coherence in routines, particularly for growing upper grades (6-8).
- Document decisions through **meeting minutes and shared action plans** to ensure accountability and follow-through.

6.3 Conclusion

The school's routines and operational processes are a fundamental part of the daily experience for students, staff, and families. While strong foundations have been established, continuous improvement is needed to align routines with the school's growth, ensure consistency, and enhance efficiency. Clearer protocols, stronger collaboration, and greater staff and family engagement will help reinforce positive habits, support student well-being, and contribute to the smooth running of the school.

7. COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIESç

7.1 Introduction

Complementary and extracurricular activities at the Spanish School of Abu Dhabi contribute significantly to the holistic development of students, fostering cultural awareness, creativity, collaboration, and well-being beyond the academic curriculum. Throughout the year, a wide range of activities has been successfully implemented, enhancing student engagement and reinforcing key values. However, to strengthen impact and ensure alignment with educational objectives, improvements are needed in planning, communication, accessibility, and the diversification of activities.

7.2 Proposed Improvement Goals in this Area

7.2.1 Scheduling and Organizational Clarity

- Establish a **clear, realistic calendar for activities, clubs, and excursions**, balancing educational time with enrichment opportunities.
- Limit the number of excursions and extracurricular activities per term per class to minimize disruption to curriculum delivery.
- Standardize timelines for **permissions and payments** (4-5 days in advance) and explore centralized systems (tuition fee inclusion or centralized payment platform) to ease administration.
- Ensure communication channels are clear and systematic among **Club Managers, Class Teachers, and Club Leaders** to avoid last-minute issues.

7.2.2 Student Choice and Engagement

- Reinforce that club choices should be **student-led**, not parent-driven, and maintain consistency throughout the term to foster commitment and enjoyment.
- Use **student interest surveys** to inform offerings and prioritize clubs with proven engagement.
- Expand offerings where supervision and resources allow, considering community partnerships for specialized activities.

7.2.3 Cultural, Linguistic, and Values-Based Programs

- Increase **Arabic-focused extracurriculars** (reading, writing, Quran recitation, Arabic arts) to strengthen language acquisition and cultural engagement.
- Introduce **competitions** in Arabic (e.g., spelling bees, recitation contests) and integrate Arabic with other disciplines (music, arts) in events.
- Continue strengthening UAE cultural celebrations (Haq Al Leila, Ramadan Iftar, Flag Day) while expanding opportunities for **student-led involvement** in planning and presenting.
- Develop initiatives that reflect **core values** (Respect, Empathy, Tolerance, Excellence, Creativity) through clubs and events.

7.2.4 Accessibility and Inclusion

- Ensure **accessibility** of all extracurricular activities to students with additional needs through adaptations and inclusive planning.

- Utilize activities as part of **positive reinforcement strategies** within behavioral management systems.
- Encourage the use of **extracurriculars to nurture high-achieving students** with targeted opportunities for growth and enrichment.
- Maintain and promote initiatives like “**Our Talent in Action**” to celebrate diverse achievements.

7.2.5 Teacher Involvement and Supervision

- Clarify teacher responsibilities regarding **organization, supervision, and space management** during extracurricular activities to ensure continuity and quality.
- Improve communication and planning to avoid conflicts and last-minute changes, particularly in club assignments and student attendance lists.
- Provide opportunities for **teacher input** in the design of club schedules and offerings.
- Ensure spaces used for clubs are left clean and organized after activities.

7.3 Conclusion

The complementary and extracurricular program at SSAD is a vital element in enriching the student experience, fostering talents, and reinforcing school values. Continued refinement is needed in scheduling, communication, inclusion, and cultural programming to maximize the benefits of these activities. By aligning offerings more closely with student interests and school priorities, the program can continue to grow in scope, impact, and quality.

8. RELATIONSHIP AND COMMUNICATION WITH FAMILIES

8.1 Introduction

Effective and transparent communication with families is a cornerstone of the Spanish School of Abu Dhabi’s educational project. This relationship builds trust, fosters collaboration, and enhances the educational and emotional well-being of students. While existing practices—such as scheduled meetings, community events, and digital platforms—have positively contributed to parent engagement, there remain areas where communication strategies can be further streamlined, clarified, and adapted to the evolving needs of the community.

8.2 Proposed Improvement Goals in this Area

8.2.1 Tutoring, Parent Representation, and Family Engagement

- Continue to leverage **class parent representatives** as effective communication links between the school and families.
- Maintain structured **parent-teacher meetings**, ensuring participation through flexible scheduling and varied formats (face-to-face, virtual).
- Reinforce **specialized meetings (Inclusion, MOE, SEN)** to ensure that families of students requiring additional support are fully informed and involved.
- Increase family involvement through **discussion groups, informal gatherings, and alternative formats to traditional workshops**.

8.2.2 Communication Channels and Tools

- Simplify and streamline communication by consolidating information into **single, clear weekly emails**, avoiding duplication across channels.
- Continue using Google Classroom but provide **training or support** to parents who are less familiar with digital tools.
- Explore the introduction of **ClassDojo** for enhanced classroom communication and behavioral monitoring.
- Develop **visual, multilingual resources (infographics, videos)** to explain academic programs, expectations, and assessment criteria more clearly.
- Enhance the **monthly newsletter by exploring digital options**, highlighting key events, achievements, and school updates to maintain engagement.

8.2.3 Support Programs and Parental Involvement

- Encourage participation in **school community events (International Day, Ramadan, National Day, Sports Day)** to strengthen relationships and foster a sense of belonging.
- Reinforce the **importance of parental involvement in the academic and emotional development** of students through explicit communication and collaborative opportunities.
- Enhance the use of platforms like **Google Forms** to gather feedback, confirm attendance, and facilitate planning for family-oriented events and activities.
- Strengthen communication with families of students with additional needs through **shared session records and regular updates** on intervention progress.

8.2.4 Inclusivity and Accessibility in Communication

- Provide **translated materials and multilingual communication options** to ensure accessibility for all families, particularly non-Arabic or non-English speakers.
- Offer **introductory sessions on communication platforms and tools** to promote inclusivity and effective use.
- Ensure communications reflect sensitivity to cultural diversity and respect for all community members' backgrounds.
- Adapt workshop formats to maximize participation (short sessions, online options, informal gatherings).

8.3 Conclusion

The relationship between the Spanish School of Abu Dhabi and its families is a vital component in supporting student success and fostering a cohesive school community. Moving forward, the focus will be on streamlining communication, strengthening family engagement through varied and accessible formats, and promoting inclusivity in all interactions. These improvements will contribute to a stronger, more collaborative partnership that benefits students, families, and the wider school community.

9. TEACHING COORDINATION

9.1 Introduction

Teaching coordination plays a fundamental role in maintaining coherence, consistency, and alignment across all educational stages at the Spanish School of Abu Dhabi. Coordination mechanisms ensure that planning, methodologies, evaluation criteria, and educational objectives are aligned both vertically and horizontally. The work carried out in 2024-2025 demonstrates strong collaboration within teams, meaningful communication across departments, and a shared commitment to refining practices. However, feedback highlights the need for more structured meeting times, enhanced communication between departments, and better integration of support staff within coordination structures.

9.2 Proposed Improvement Goals in this Area

9.2.1 Horizontal and Vertical Coordination

- Strengthen **horizontal coordination across departments and grades**, ensuring consistency in curriculum delivery, evaluation, and student support strategies.
- Reinforce **vertical alignment** between cycles and stages, particularly during transitions, through shared planning and communication of expectations and priorities.
- Involve **support teachers (SEN, assistants)** more systematically in coordination meetings and planning processes to ensure a cohesive educational response.

9.2.2 Meeting Structures and Communication

- Protect and formalize **weekly or bi-weekly coordination meetings** with clear agendas, minutes, and follow-up actions to foster reflection, exchange of ideas, and collaborative problem-solving.
- Ensure **departmental and cycle leaders participate in school-wide decision-making meetings** to strengthen alignment between operational decisions and academic planning.
- Maintain clear **minutes of meetings** to facilitate communication between departments, particularly Inclusion and core teaching teams.
- Develop shared **digital platforms for documentation, resource sharing, and ongoing collaboration** across departments.

9.2.3 Professional Development and Mentoring

- Provide **targeted mentoring and support at the beginning of the academic year**, especially for MOE staff and new teachers, to establish expectations and strengthen early planning.
- Reinforce the use of **peer coaching structures** within departments, leveraging experienced teachers to support others through planning, resource sharing, and alignment.
- Align professional development with identified needs, offering practical training on platforms (e.g., ALEF) and methodologies relevant to each department.

9.2.4 Collaborative Planning and Resources

- Continue fostering **collaborative planning of units, events, and interdisciplinary activities** to ensure coherence and maximize educational value.
- Ensure coordination structures account for **the planning of school-wide events, excursions, and extracurricular activities** to minimize disruptions and reinforce pedagogical aims.
- Review and refine systems for **shared resources and access to materials** (e.g., Tekman, shared drives) for all teaching and support staff involved in instructional delivery.

9.2.5 Inclusion and Support Team Integration

- Strengthen the integration of **Inclusion & Guidance teams in coordination structures** through regular participation in relevant meetings and collaborative planning.
- Establish systematic **weekly meetings between homeroom teachers and inclusion teams** to align strategies and monitor progress on Individual Education Plans (IEPs) and support measures.
- Ensure Inclusion is informed of all key coordination discussions through access to minutes and shared action plans.

9.3 Conclusion

Effective teaching coordination at SSAD remains a key driver for academic consistency, innovation, and student success. While coordination structures are robust, there is a clear need to further formalize and protect collaborative spaces, enhance cross-departmental communication, and integrate support staff more fully into decision-making processes. These improvements will contribute to a more unified, reflective, and responsive teaching and learning environment.

10. MANAGEMENT AND OPERATION OF THE SCHOOL

10.1 Introduction

During the 2024-2025 academic year, the Spanish School of Abu Dhabi has continued to refine and strengthen its management and operational processes. The newly enhanced leadership structure—incorporating roles such as Vice Principal, Head of Studies, and newly appointed Heads of Department—has contributed to clearer communication, more efficient decision-making, and greater alignment across teams. While positive progress is noted in areas such as communication, collaboration, and professional development, feedback highlights the need to continue enhancing staff well-being, operational clarity, and resource management to ensure sustainability and quality as the school continues to grow.

10.2 Proposed Improvement Goals in this Area

10.2.1 Leadership Coordination and Decision-Making

- Establish **structured communication protocols between the leadership team and departments**, ensuring clarity and consistency in decision-making processes.
- Involve new leadership positions (VP, Head of Studies, HODs) systematically in strategic planning and school-wide decisions.



- Increase the **visibility and engagement of leadership team members** through classroom visits, participation in student activities, and informal staff interactions.
- Encourage leadership-led **student-focused initiatives** that foster school spirit and strengthen the connection between leadership and students.

10.2.2 Policy Review and Compliance

- Review and update **existing policies and procedures** to ensure clarity and alignment with current operational needs.
- Formalize protocols for **substitution coverage, student dismissal, and end-of-day routines** to avoid confusion and ensure consistency.
- Consolidate administrative tasks (attendance, records, communication) through streamlined platforms to enhance efficiency and data accuracy.

10.2.3 Staff Workload, Well-being, and Recognition

- Implement initiatives to **support staff well-being**, including training on stress management, time management, and strategies for maintaining work-life balance.
- Establish **recognition programs** (e.g., Teacher of the Month) and appreciation events to foster motivation and morale.
- Ensure realistic workload distribution, especially during peak periods such as inspections or reporting deadlines, to safeguard the well-being of both academic and leadership teams.

10.2.4 Technical Infrastructure and Resource Management

- Enhance access to digital platforms that consolidate **student records, attendance, and official documentation** (single platform for efficiency).
- Ensure **all staff, including support staff, have access to necessary resources and platforms** (e.g., Tekman, shared drives).
- Clarify and communicate protocols for shared space use (auditoriums, ICT rooms) to avoid conflicts and promote efficiency.

10.2.5 Professional Development and Growth

- Align **professional development opportunities** with staff needs, ensuring practical application and ongoing follow-up (coaching, mentoring).
- Encourage peer-led initiatives to **showcase best practices** and foster a culture of collaboration and growth.
- Offer targeted, **department-specific training** (e.g., Inclusion, MOE) at appropriate points in the year, ensuring coherence with identified development goals.

10.2.6 Parent Involvement and Communication

- Maintain transparent, timely communication with families regarding operational changes and school developments.
- Reinforce expectations and protocols with families regarding **punctuality, attendance, uniforms, and pick-up procedures** to ensure smooth operations.
- Foster a culture of trust and collaboration through consistent messaging and accessible communication channels.

10.2.7 Operational Efficiency and Daily Organization

- Strengthen protocols for **daily organization (substitutions, class coverage, supervision)** through clear schedules and responsibilities.
- Establish criteria for **parking allocation** and other logistical matters at the start of the year to avoid confusion.
- Continue to refine procedures for **student dismissal, prayer time, and breaks**, ensuring roles are clear and consistently applied.
- Improve coordination with **external agents (ADEK, ECA, Child Protection)** to align interventions and official procedures.

10.3 Conclusion

The Spanish School of Abu Dhabi has made significant strides in strengthening leadership structures, streamlining operational processes, and fostering a collaborative and responsive culture. As the school evolves, continued focus on clarity, consistency, and well-being will be essential to sustaining excellence and ensuring alignment with the institution's strategic objectives. The integration of the enhanced leadership team will further support these goals, providing stability and vision for the years ahead.

FINAL OBSERVATIONS AND CONCLUSIONS:

The 2024-2025 academic year has been marked by both rapid growth and significant transitions at the Spanish School of Abu Dhabi. **As the school continues to expand, many of the systems and practices that once served a smaller community have required adaptation to align with evolving needs.** This year has highlighted both the strengths of the school community and the challenges inherent in navigating this phase of development.

Across all phases, the school has demonstrated a strong commitment to continuous improvement, with clear progress noted in areas such as active methodologies, attention to diversity, school climate, and professional collaboration. **The efforts of teaching teams to foster inclusivity, promote student-centered practices, and adapt to the demands of an international educational context have laid solid foundations for future growth.**

At the Early Years stage, the focus on creating enriching learning environments and refining teaching practices has contributed to notable progress. The team's reflective approach and commitment to continuous improvement provide a strong platform from which to optimize the teaching-learning process further.

In Primary and Secondary, while strides have been made in methodology, coordination, and attention to student well-being, key areas for improvement remain. These include more realistic planning aligned with the school calendar, better time and resource management, strengthened formative assessment, enhanced curricular coherence, and sustained efforts to support staff well-being. Furthermore, **there is a recognized need for greater consistency in the consolidation of good practices across all levels and departments.**

The English Department has maintained its focus on student success despite the constraints of size and resources. As the school redefines its approach to English instruction, particular attention will be needed to ensure alignment between curriculum expectations and student needs, and to foster greater cross-departmental collaboration.

The MOE Curriculum team has highlighted the importance of further strengthening Arabic language support for learners who struggle, proposing dedicated interventions to mirror the support structures available for Spanish. This aligns with the school's broader commitment to excellence in trilingual education and the holistic development of its diverse student body.

Overall, the observations from this year underscore the following key areas of focus for continued improvement:

1. Strengthening internal coherence and alignment across departments to ensure consistency in practice.
2. Adjusting planning and schedules to minimize disruption to learning and respect students' developmental rhythms.
3. Expanding human resources and refining intervention models to ensure systematic, effective support for diversity.
4. Reinforcing staff well-being through more sustainable workload management and targeted support structures.
5. Enhancing communication systems with families to foster greater engagement and ensure clarity.
6. Investing in robust English language instruction and age-appropriate systems for older students.
7. Addressing identified curricular and operational mismatches to create more responsive learning environments.

With strategic planning, an expanded leadership team, and a united commitment from all staff, the Spanish School of Abu Dhabi is well positioned to continue advancing its educational mission. **The foundations laid this year provide a clear pathway forward, supported by a collaborative and professional community dedicated to achieving excellence in education and student well-being.**

Attached are the reports presented by:

- **Management Team: School Activities and communications sent to parents**
- **KG Team**
- **Primary and Secondary Team**
- **MOE Curriculum Department**
- **English Department**
- **The Inclusion Department Report is presented on a separate section along with additional information about the department contributions.**



TERM 1		
August / September		
Activity	Assessment	Improvement proposal
Induction Week	POSITIVE	• Code of conduct session, separate for Kg/Primary (G1 to G4)/Secondary (G5 to G8). • Add Session for National Identity. • Digital Platforms Training as a whole school (Educamos...) • Behaviour sessions.
Open Day (New enrolments)	POSITIVE	• Divide the groups, Kg / Primary - Secondary
First day of school	POSITIVE	• Be clearer about parents' times inside Kg area and explain parents what is expected
Emirati Women's Day	Acceptable	• We will display Emirati Women achievements
First Day of Early Bird, After School & Canteen Services	Positive	• The best would be to start all services by September 1st, we are working in a tendering to confirm companies and conditions for all services
Back to School Night (KG)	Positive	• External providers onsite
Back to School Night (PRI & SEC)	Positive	• External providers onsite
Prophet Mohammed's Birthday Celebration	Good	• Keep it as a classroom activity
First Day of School Bus Service	POSITIVE	• We will try to start September 1st
Student Council Meeting	Positive	• It would be better to postpone is not to be on the same day as the as the Back-to-school Night. • It will be on Oct 1st
Open Day for ISM Extracurricular Activities	Positive	• We will try to bring as many options as possible for Kg and Primary
School's Assessment Plan for 24-25	POSITIVE	• IT improvements will reduce the time needed • Clarification of the dates • ABT/ MAP (Window opens Sep 8th) • Avoid these exams to be at the same time as any other school activities. • We will present the Curricular School Plan and will be shared with the families trying to minimize the impact on school daily operations





Cambridge Award Ceremony for students (Grades 2-7)	Positive	We will keep it and we will try to make it the same day as the School Curriculum and Assessments plan
European Day of Languages	Very Positive	- We will try to host it again in our school - Activities to be planned in the classrooms
Louvre Museum	Acceptable	We will think about Cultural Activity
Start of Clubs and Extracurricular Activities	Positive	Try to promote more the enrolments

October		
Activity	Assessment	Improvement proposal
Celebration of Teachers' Day at School	Very Positive	Keep it the same
Day of Spanish Cinema	Very Positive	Keep maintaining this Embassy collaborations
Mental Health Day.	Positive	As a classroom activity
Celebration of Hispanic Day at School.	Positive	Avoid interfering in the classes
Library Day	Acceptable	Make the official opening of the new library
Parents Council Meeting.	Positive	We will create a Curriculum Morning to be able to give the right information in separate meetings.
Pink Day Race	Positive	- We hosted lots of activities and awareness. - We will keep it for 1 Day, not a month

November/December		
Activity	Assessment	Improvement proposal
Flag Day	Acceptable	- Minimize the number of lessons occupied - Try to raise awareness
Umm Al Emarat Park.	Positive	- Make it later the year for weather conditions, - Recheck the prices
Meeting Mozart	Very Positive	Try to find for something similar
Parents Meeting	Positive	As we have separated the Curriculum Morning it will be helpful to focus on the students instead of in the Curriculum



Anti-Bullying Week	VERY POSITIVE	• We need to make a systematic plan across the daily school life with a specific day to showcase what we've learnt, starting in November. Antibullying Campaign Start • We will celebrate on the European assigned day in May • This way we will put in place everything we have learnt in the Antibullying Day Fair in May.
World Tolerance Day.	POSITIVE	• It will be included also in the Antibullying Campaign
World Children's Day	POSITIVE	• Keep it as a classroom activity
DELE exams	POSITIVE	• Make sure we respect the exams times, in terms of noises and spaces
National Day Celebration	Positive	• We will only make it for 1 day. • Make sure it happens on the 26th, to have time to be ready for Commemoration Day • Make sure General Rehearsal needs to be on the 25th. • Make the best not to compromise any other lessons or classes. • Determine the best way for Families to participate • Make sure we plan ahead enough not to face booking difficulties
Commemoration Day	Positive	• We need to make sure we communicate families in a timely manner for students to come dressed up accordingly
Term 1. Parent-Teacher Conferences	Positive	• Keep planning them in the Auditorium • Establish clear hours separating Kg/ Primary/ Secondary in different times as we will have 2 grades in Secondary • Try to involve from G5 to G8 students in these meetings



**TERM 2****January**

Activity	Assessment	Improvement proposal
Health Awareness Month	POSITIVE	Try to involve the external providers to do workshops for students (Food Nation, ISM...)
Student Council Meeting	POSITIVE	Continue as we have been doing
Football Competition organized	Positive	- Promote this activity across all school Community to build the school spirits - Sports Teams Equipment
Sports day	POSITIVE	Involve the families
The Jungle Book theatre	Positive	INCLUDE STUDENTS ACCORINGLY TO THE PERFORMANCE
School day of non-violence and peace.	POSITIVE	Will remain as an internal event to avoid interfering with learning time

February

Activity	Assessment	Improvement proposal
Mina Port Fish Market	Very Positive	Include Kg in this visit this site
National environment day	Positive	Keep it as a classroom activity
International Day Celebration	POSITIVE	- Make it on a Saturday - We will lose less instructional hours - Make sure we take the necessary measures to avoid any school damages. - Inform families they are responsible of their children - Invite school staff to come with their families
School Photoshoot.	Acceptable	- Think about a new company as they did not send all Staff Pictures. - Make sure we have a specific schedule for siblings' pictures.
Mazraa Farm	Very Positive	Keep looking for similar activities
Day of Women and Girls in Science.	Very Positive	- It would be great to have the Embassy Display to be showcased during the day. - Coordinate with the Embassy to make sure the exhibitions remain at our school.





Mid-term 2 report	Positive	We have planned the International Day after the reports for teachers to have time to finalize their reports
Workshops: Healthy Habits and Smoking	Positive	Keep it as is
Can Collection Campaign:	Positive	More visibility will be positive to promote awareness
International Mother Language Day	Positive	Keep it as a classroom activity
Emirati Education Day	Very Positive	- We will try to include these activities as part as National Identity Calendar - Try to continue the engagement with national archive
Manarat Al Saadiyat	Very positive	Keep it for next year or something similar

March		
Activity	Assessment	Improvement proposal
Start of Ramadan	Positive	- Make sure we organize the students lunch breaks and Canteen services accordingly. - Parents menus and payment links, clearly explained and sent in a timely manner.
International Women's Day	Positive	Think about an activity done by a Emirati Woman.
School Iftar	Very Positive	- Make sure we have enough tables and chairs. - We move it forward not to be the last days or Ramadan - Try to assign 2 specific spaces for drinks - Place closer the school catering and the families' contributions - Specify clear times.
Term-2 Evaluation Meetings	Positive	Move them to the 2nd of March to have enough time to work on the reports
Second Parents Council Meeting	Positive	Make sure it is not during EID
International Day of Happiness	Positive	It will be kept as a classroom activity
Emirati Children's Day	Acceptable	It will be kept as a classroom activity
UAE Mother's Day	Positive	Keep it as a classroom activity
Families in the Classrooms	Very Positive	We need to make sure they are not while we are conducting any tests





Term 2 Reports & Parents Meetings.	Positive	• Keep them in the auditorium

TERM 3

April

Activity	Assessment	Improvement proposal
Student Council Meeting	Positive	• Maintain as is
Earth Day	Positive	• Keep it as classroom activity
Book & Reading Week	Positive	• Find a bigger space to display the fair, or maybe in 2 different spaces depending on the cycles, as there are sometimes books not appropriate for the very little ones • More Spanish books
First Official Visit from the New Spanish Ambassador	Very Positive	• Continue the close collaboration with the Spanish Embassy
Measles Vaccination Campaign:	Positive	• Keep same organization
Talent in Action	VERY POSITIVE	• Promote this initiative from the beginning of the school year and update termly.

May

Activity	Assessment	Improvement proposal
Cyberbullying	POSITIVE	• We need to try to increase the parents' attendance
Term 3 Midterm Reports	Positive	• Keep as it has been so far
Science & Steam Week	VERY POSITIVE	• Change the date to early May to avoid interfering with map test and graduation preparations





June/ July		
Activity	Assessment	Improvement proposal
World Environment Day	Positive	• Keep it as a classroom activity
Team Lab Phenomena exhibit	Acceptable	• There was a big misunderstanding regarding the spaces the students were visiting. • Reassess the groups age attending
Graduation Ceremony celebrating the achievements of KG students.	VERY POSITIVE	• We need to add photos and video • Maybe add some more catering • Make sure the Video Company has all the needful to record the sound properly
Graduation Ceremony celebrating the achievements of Primary students	VERY POSITIVE	• Make sure the Video Company has all the needful to record the sound properly
First Aid Workshop:	Positive	• Keep in the classrooms as a workshop
Term 3 Evaluation Meetings	Positive	• We will proceed same as this year
Cambridge Exams	Positive	• Make sure all students participate
National Archives Workshops:	Positive	• We need to be consistent with dates, to avoid misinformation
Piano Concert	Positive	• We can add other exhibitions from other Extracurriculars
Preschool Theater Performance	Positive	• Depending on the performance we could add G1 or G2
UAE Father's Day	Positive	• Keep it as a classroom activity
Stage Transition Meetings	Positive	• Increase the attendance, promote the importance of these meetings
Music & Art Festival.	VERY POSITIVE	• Make sure the lights are properly placed to be able to see students. • No teachers to be on stage • Add some Emirati Music • General Rehearsal for all students to be able see each other
End of School Year Celebration	Positive	• Dividing the Students with different kind of celebrations was very convenient
Parent Representative Council	Positive	• Good moment to recap about the academic year and talk about improvement plans for next academic year





CIRCULARS LIST

AUGUST

COMFAM-00-24-25 Carta Bienvenida a las familias al curso 24-25/COMFAM-00-24-25 Welcome letter to families 24-25	Communication at the start of the school year for families welcome

SEPTEMBER

COMFAM-03-24-25 REUNIÓN GENERAL DE PADRES 2023-2024 - BACK TO SCHOOL NIGHT INFO TO FAMILIES	Call the families to attend meetings at the beginning of the school year
COMFAM-04-24-25 Integrated Transport Centre (ITC)	Communication For ITCF Data Collection
COMFAM-05-24-25 Regulación y Procedimientos de Salida y Desembarco/Op-Off and Dismissal Security Procedures	Communication of the start of the school year to inform families where to access the centre, differentiating between the areas for primary and infant
COMFAM-06-24-25 Procedimientos del transporte/ School Transport procedures	Information for parents on how to communicate their children bus changes.
COMFAM-07-23-24 Circular informativa de los Clubs / Clubs Information communication	Information for parents regarding clubs offer and ways for enrollment
COMFAM-08-23-24 Reunión de Evaluación y Ceremonia Cambridge/Assesment Meeting & Cambridge Ceremony	Information meeting regarding Cambridge and school assessments
COMFAM-09-24-25 Boletín Noticias Septiembre - Octubre 2024/ Newsletter September-October 2024	Monthly newsletter
COMFAM-10-23-24 CIRCULAR DIA EUROPEO DE LAS LENGUAS-2024/ COMMUNICATION EUROPEAN DAY OF LANGUAGES 2024	School will be hosting the European Day of Languages
COMFAM-11-24-25 Reunión de Evaluación para padres/ Parents Assessments Meetings	First Parents Representative meeting
COMFAM-12-24-25 Circular Presentación Programa de Valores 24-25/Circular Presentation of Values Program 24-25	Communication to families of the implementation of the values program, objectives and procedures
COMFAM-13-24-25 Circular Celebración Día del Maestro / Teachers' Day Celebration	Information about Teachers Day Celebration



OCTOBER

COMFAM-14-24-25 Circular Día de la Hispanidad 2024 / Hispanic Day Communication	Launch of the National Day event. communication sent in Arabic
COMFAM-15-24-25 Octubre Mes Rosa / October Pink Month	Activities during Pink Month
COMFAM-16-24-25 GUIDELINES FOR CELEBRATING NATIONAL OCCASSIONS	Information from MOE and ADEK about how to celebrate national occasions
COMFAM-17-24-25 Información del Día de la Hispanidad / Hispanic Day Information	Detailed explanation about the Hispanic Day School Celebration
COMFAM-18-24-25 COMMUNICATION GRADE 3B PARENTS/ COMUNICACIÓN FAMILIAS G3B	Communication related to Incidents occurred in one specific class
COMFAM-19-24-25 Recordatorio Canales de Comunicación Oficiales y Reunión del Consejo de Padres / Reminder on Official Communication Channels & Parent Council Meeting	Reminder about correct and recognized communication channels in the school
COMFAM-20-24-25 CHANGES IN ENGLISH DEPARTMENT	Communication related to the English Department staff changes
COMFAM-21-24-25 Convocatoria 1ª-REUNIÓN DELEGADOS DE PADRES-29-10-2024 / First Parents Representative Meeting Agenda 29-10-2024	Parents Representative Meeting Presentation and Minutes
COMFAM-22-24-25 Proyecto Manglares / Mangroves Project	Primary Students Mangroves' Project



NOVEMBER

COMFAM-23-24-25 Reunión Colaboración Día Nacional de UAE / National Day Collaboration meeting	Meeting for UAE National Day Event organization
COMFAM-24-24-25 Procedimientos de recogida / Students Pick up Procedures.	Reminder about Pick up and drop off procedures
COMFAM-25-24-25 Boletín Noticias Noviembre-Diciembre 2024/ Newsletter November-December 2024	November Newsletter
COMFAM-26-24-25 Actividades semana Anti Bullying 2024 - Anti Bullying Week Activities 2024	Information about Anti bullying week activities
COMFAM-27-24-25 Quran Memorization Competition	Quran Competition details
COMFAM-28-24-25 Acta 1ª-Reunión de Delegados de Padres-29-10-2024 /1st Parents Representative Meeting Minutes 29-10-2024	Parents Representative Meeting Presentation and Minutes
COMFAM-29-24-25 Comités Día Nacional de UAE / UAE National Committees	Meeting for UAE National Day collaboration
COMFAM-30-24-25 Visita Inspección España - Spanish Inspection Visit	Information related to the Spanish Inspection Visit
COMFAM-31-24-25 (bis) Procedimiento comunicación preocupaciones de las familias /. Procedure to address parental concerns	Parents Concerns Communication Procedures
COMFAM-31-24-25 Contrato Familias Colegio / Parents Contract 2024-2025	Parents Contract signature and commitment with the school.
COMFAM-32-24-25 Cambios en el equipo docente e invitación a reunión de padres- Updates on Teaching Assignments and Parent Meeting Invitation	Change of Homeroom teachers
COMFAM-33-24-25 CIRCULAR NUEVO PROCEDIMIENTO DE AUSENCIAS/ NEW ATTENDANCE PROCEDURES	Attendance Procedure implementation
COMFAM-34-24-25 Día de la Conmemoración / Commemoration Day	Commemoration Day information



DECEMBER

COMFAM-35-24-25 Propuesta de nuevos horarios (06/01/2025) / Proposal for new schedules (06/01/2025)	New schedule proposal
COMFAM-36-24-25 Circular Nueva profesora de Inglés / New English Teacher (G3 to G5)	New English teacher
COMFAM-37-24-25 Reuniones de Padres_ Parent-Teacher Conferences	End of term Parents Teachers meetings
COMFAM-38-24-25 Aclaración sobre la propuesta de reducción de la jornada escolar y el enfoque educativo / Clarification on School Day Reduction Proposal and Educational Approach	Conclusions of the possible schedule proposals
COMFAM-39-24-25 Actualización sobre los resultados de la encuesta y los cambios en el horario escolar / Update on Survey Results and School Schedule Changes	Last updates about the possible schedule changes
COMFAM-40-24-25 Viaje a España/ Trip to Spain	Trip to Spain Information

JANUARY

COMFAM-41-24-25 Día Internacional / International Day	Information Related to the International Day Event
COMFAM-42-24-25 Únete a nosotros esta semana en la campaña 'Mosaic for Gaza' y sé parte de una causa importante / Join us this week for the 'Mosaic for Gaza' Campaign and be part of a meaningful cause.	Information related with the Charity Campaign, Mosaic for Gaza,
COMFAM-43-24-25 Novedades del Departamento de Orientación / Updates - Inclusion and Guidance Department	Updates in the Inclusion Department, related to staff members
COMFAM-44-24-25 Participación en la "Can Collection Campaign 2025"/ Can Collection Campaign 2025	Eco School Program campaign
COMFAM-45-24-25 Mes del Deporte / Sports Month	Sport Month activities
COMFAM-46-24-25 Concurso "Aula Eficiente" / 'Efficient Classroom' competition.	Eco School Program campaign
COMFAM-47-24-25 NEWSLETTER Enero - febrero/ February Newsletter	February Newsletter
COMFAM-48-24-25 Concurso de Diseño de la Camiseta para el Equipo de Fútbol de la Escuela / T-shirt Design Contest for the School's Football Team	School Contest for Teams T-shirts
COMFAM-49-24-25 VIAJE A ESPAÑA / TRIP TO SPAIN	Trip to Spain Information
COMFAM-50-24-25 Donaciones Red Crescent / Red Crescent Donations.pdf	Red Crescent Donation campaign



FEBRUARY

COMFAM-51-24-25 Programa de Coro de la Inspire Singing Academy / Creative Arts and Cultural Activities Program 2.	Cultural Activities Program School Choir
COMFAM-52-24-25 Acuerdo Escuela-Familia y Nuevos Requisitos de ADEK / Parent-School Agreement and New ADEK Policy Requirements 2	School Family Contract, as per ADEK Policies
COMFAM-53-24-25 Día Internacional /International Day	Information Related to the International Day Event
COMFAM-54-24-25 Cambio de Fecha para la Celebración del Iftar de Ramadán _Change of Date for the Ramadan Iftar Celebration	School Iftar Celebration updates
COMFAM-55-24-25 Apoyo y reconocimiento a los alumnos de alto rendimiento / Support and Recognition for High-Achieving Students	Inclusion Department Initiative to High-Achievers Students
COMFAM-56-24-25 Agradecimiento Internacional Day/ Gratitude for International Day.pdf	Gratitude For all families that participated in the International Day Event
COMFAM-57-24-25 Invitación a los Foros Escuela-Familia – Construyendo Comunidad a Través del Diálogo / Invitation to the School-Family Forums – Building Community Through Open Dialogue	School Families Forums for Open Dialogue
COMFAM-58-24-25 Boletín Noticias/ Newsletter February-March 2025	February/ March Newsletter
COMFAM-59-24-25 Notificación de Cambio de Número de Móvil del Colegio / Notification of Change of School Mobile Number	New School Phone Communication
COMFAM-60-24-25 Semana de la Compasión y la Creatividad / Compassion & Creativity week Español	To foster a sense of empathy, gratitude, and social responsibility among students by encouraging self-expression, creativity, and acts of kindness, helping them understand the impact of their actions on others.
COMFAM-61-24-25 Comparte el espíritu de Ramadán – Un día de agradecimiento para nuestro personal/ Share the Spirit of Ramadan – A Day of Appreciation for Our Staff	Ramadan Information and tips for all families
COMFAM-62-24-25 Enciclopedia de los Líderes de EAU en SSAD / Encyclopedia of UAE Leaders at SSAD	National Archive activity
COMFAM-63-24-25 Programa de voluntariado a través de la cultura y la música/ volunteer program through culture and music	Volunteer program through culture and music. This is the international project "Voices Around the World",
COMFAM-64-24-25 Horario de Ramadán _ Ramadan Hours (2) (1)	Ramadan Schedule Information
COMFAM-65-24-25 Campaña de recogida de latas 2025 _ Can Collection Campaign 2025	Eco School Program campaign



COMFAM-66-24-25 Supervisión de estudiantes después de la recogida / Student Supervision After Dismissal.	Reminder to families about Dismissal Process

MARCH

COMFAM-67-24-25 Viernes de Aprendizaje por Servicios/ Fridays Learning Service Parents Letter.	ADEK campaign for Ramadan Fridays
COMFAM-68-24-25 Agradecimiento y seguimiento – Foros Escuela-Familia / Thank You and Follow-Up – School-Family Forums	Gratitude For all families that participated in the School Forums
COMFAM-69-24-25 Familias al Aula/ Families in the Classroom	Families to the classrooms Initiative
COMFAM-70-24-25 Actividades Viernes de Aprendizaje por Servicio/Friday Service Learning Activities	Ramadan Fridays ADEK Initiative
COMFAM-71-24-25 Información Rematriculación/ Re-enrollment Information	Fees structure 25-26 and re-enrollment process
COMFAM-72-24-25 Asignación de asientos en el autobús /Bus Seats Assignment	Bus seats assignments
COMFAM-74-24-25 Agenda Segunda Reunión de Padres Representantes / 2nd Parents Council Meeting Agenda	Parents Representative Termly Meeting

APRIL

COMFAM-76-24-25 Asignación asientos servicio autobús/ Bus service seats assignment	Bus seats assignments
COMFAM-77-24-25 Invitación a la Clase Abierta de Música para padres–Aprender como aprenden tus hijos./ Invitation to the Open Music Class for parents–Learn as your children learn	Families to the classrooms Initiative
COMFAM-78-24-25 NUESTRO TALENTO EN ACCIÓN/ OUR TALENT IN ACTION	Information about the Talent Program to encouraging and celebrating the unique talents and interests of our students.
COMFAM-79-24-25 Protocolo de Seguridad en Condiciones Meteorológicas Adversas/ Adverse Weather Conditions Safety Protocol	Procedure for Adverse Weather Conditions
COMFAM-80-24-25 Boletín de Noticias Abril - Mayo 2025 / Newsletter April - May 2025	April/ May Newsletter
COMFAM-81-24-25 Semana del Libro en SSAD/ Book Week in SSAD	Book Week Celebration Information
COMFAM-82-24-25 Calendario y Horarios escolares 25-26/ School Calendar and School Timings 25-26	25-26 School Calendar and Schedule
COMFAM-83-24-25 Familias al Aula/ Families to the classroom	Families to the classrooms Initiative



COMFAM-84-25-26 Programa de las 4 Casa/ The 4 Houses Program	Four Houses Program, to strengthen the sense of community among our students and, for now, encourage punctuality.
COMFAM-85-24-25 Tránsito de Etapa_ Primaria 2025 / Transition Process_Primary	Meeting to explain parents the Transition Process to Primary

MAY

COMFAM-86-24-25Tránsito de Etapa Infantil 2025 _ Transition Process Kindergarten	Meeting to explain parents the Transition Process to Kindergarten
COMFAM-87-24-25 Circular. Un día en Primaria _kg2A_ 2025/ A Day in Primary Kg2A.	Information about the students visiting Primary
COMFAM-88-24-25 Recognition of our school Registrar	ADEK Recognition to a staff member
COMFAM-89-24-25 Cambridge Exams Parents Communication.	Details related to Cambridge exams
COMFAM-90-24-25 Coffee, Conversation & Celebration.	special Coffee Afternoon with your child's Arabic, Islamic, and Social Studies teachers
COMFAM-91-24-25 Encuesta Escolar/ School Survey	Annual School Survey
COMFAM-92-24-25 Periódico Escolar / Students Newsletter.pdf	Student Newspaper publication
COMFAM-93-24-25 Medidas de Seguridad Durante las Altas Temperaturas / Safety Measures During High Temperatures	Hight Temperatures Procedure reminder
COMFAM-94-24-25 Confirmaicón de Asistencia Exámenes Cambridge / Cambridge Exams Attendance Confirmation	Link to Confirm Cambridge Exams attendance
COMFAM-95-24-26 FERIA STEM SSAD / STEM FAIR SSAD	Science and Stem Fair



JUNE

COMFAM-96-24-25 Configuración de listas y asignación de tutorías para el curso 2025-2026 / Student Placement and Teacher Assignment for the 2025–2026 Academic Year.	Procedure to request next year class placements
COMFAM-98-24-25 Cambridge Time Tables -KET-PET-FIRST	Information related to Cambridge timetables
COMFAM-99-24-25 Charla Informativa - El Sistema Educativo Español con Don Jesús Chico, 12 de junio de 2025-Informative Talk - The Spanish Education System with Mr. Jesús Chico, June 12th, 2025	Informative Talk with The Spanish Education Representative Mr. Jesús Chico
COMFAM-101-24-25 CAMBRIDGE ASSESSMENT EXAMS TIMETABLES .pdf	Specific details of Cambridge Exams Timetables
COMFAM-102-24-25 5º Festival de Música y Arte / 5th Music and Art School Festival.	Communication about the Annual Music and Art Festival
COMFAM-103-24-25 Entrega de informes de evaluación / Distribution Last School Reports	Last Parents Meetings and Reports
COMFAM-104-24-25 TALLER DE INFANTIL A PRIMARIA / WORKSHOP FROM KINDERGARTEN TO PRIMARY	Workshop Presentation
COMFAM-105-24-25 Ecoschool Newsletter 24-25	Recap of all Activities related into Eco school program
COMFAM-106-24-25 Taller de Primaria a Secundaria/ From Primary to Secondary Workshop	Workshop Presentation
COMFAM-107-24-25 Investigating School Attendance Among Young Children in Abu Dhabi	Information sent by ADEK related to Attendance
COMFAM-108-24-25 Actualización de fin de curso y perspectivas para 2025-26 /End of Year Update and looking ahead 2025-26	Last School Day informaton



CLINIC COMMUNICATIONS *From Communications

COMFAM CLINIC-02-24-25 School instructions
COMFAM CLINIC-03-24-25 SEHA screening 2024-2025
COMFAM CLINIC-04-24-25 A Reported case of head lice
COMFAM CLINIC-05-24-25 HEAD LICE MANAGEMENT AND PREVENTION-2
COMFAM CLINIC-06-24-25 PRECAUTIONS DURING FLU SEASON AND BACK TO SCHOOL INSTRUCTIONS
COMFAM CLINIC-07-24-25 PRECAUTIONS DURING FLU SEASON AND BACK TO SCHOOL INSTRUCTIONS
COMFAM CLINIC-08-24-25 HEAD LICE MANAGEMENT AND PREVENTION
COMFAM CLINIC-09-24-25 HEAD LICE MANAGEMENT AND PREVENTION
COMFAM CLINIC-10-24-25 GRADE 1 VACCINATION
COMFAM CLINIC-11-24-25 Measles Campaign
COMFAM CLINIC-12-24-25 Precautions during flu season and back to school instructions.
COMFAM CLINIC-13-24-25 SEHA Screening dates 2025
COMFAM CLINIC-14-24-25 Measles Vaccinations April 2025
COMFAM CLINIC-15-24-25 Head lice notification May



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TEACHING TEAMS AND DEPARTMENTS END OF THE YEAR REPORT

KINDERGARTEN TEAM

ACADEMIC YEAR: 2024-2025



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1) TEACHING-LEARNING PROCESS

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Active and Discovery-Based Learning: Methodologies based on play, experimentation, and project work have fostered student motivation, curiosity, and engagement. Learning Centers and Stations: This organization has made it possible to address diversity, respect individual learning paces, and offer personalized learning opportunities. During the PBL period, we carried out joint activities with students from the same grade level. Inter-level art activity. Classroom organization using different learning spaces. Use of the digital board and iPads. Transition assessment for KG2.	Language acquisition in non-Spanish-speaking students: Some children have shown difficulties in communicating in Spanish, which has affected their participation and understanding of activities. Monitoring individual learning paces: In some cases, planning did not allow for as much individualized attention as desired, especially during moments of high group demands or when multiple specific needs coincided. We still do not have age-appropriate illustrated storybooks in the classrooms. Groups are too large and heterogeneous. The internet has not worked well throughout the school year, which has made it difficult to carry out planned activities. Reading reinforcement sessions were not effective because they started too late. The TEKMAN “Garabatos” workbook was not useful in any of the grades. The psychomotor skills room is too small for such large groups. The Kindergarten teachers have made every effort to integrate music into the project, although we recognize its presence has been limited. KG2 transition assessment	Increase language support to improve Spanish language learning as a foreign language. Offer Spanish as a Foreign Language (ELE) classes for Early Years students. Strengthen support in mathematics by grouping students from different classes with similar needs or levels. Improve internet quality across the school. Begin Monday mornings with a homeroom session led by the classroom teacher to conduct a group meeting or assembly where students can share experiences from their weekend. Review throughout the year whether to continue with the Tekman educational program. Start reading reinforcement sessions in September. We consider it important to have the support of a music specialist who can enrich the project and offer more meaningful experiences for the children. For KG2: Plan more diverse and less academically focused activities on Fridays, in order to foster other types of learning—such as through stories, puzzles, sequencing, temporal order, and missing piece activities—that are key in transition evaluations.



2) EVALUATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Systematic observation and daily records: The use of observation tools (rubrics, anecdotal records, checklists, photos, and videos) has made it possible to closely track each child's development, allowing for an individualized and respectful perspective. Team-wide evaluation sessions each term. In-person evaluation meetings have been more dynamic and specific. Having the entire team together at the same time has provided a comprehensive view of the Early Years stage. Student self-assessment. Peer assessment.	Mid-term report: In just a few weeks, the amount of comments and information included has doubled. Use of Additio and the current approach to report writing. Attendance tracking and its subsequent inclusion in the report.	Eliminate the MidTerm reports or make them with evaluation items. Receive the attendance two days before the report card delivery. Quarterly evaluation sessions, try to hold them during school hours. Peer evaluation has worked but we believe it needs to be implemented more routinely. Consider reviewing the use of Additio, as well as exploring the possibility of using a more intuitive platform adapted to the needs of the Early Childhood stage.



3) CURRICULAR COMPLIANCE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
We have followed the established programming according to the law. The TEKMAN programming. Method of introducing letters (ludigestures). The EMAT book comes in a single notebook. Appropriate programming and sequencing of content. Inclusion of complementary activities.	Some topics in Inspira have been little hands-on and attractive, so we had to adapt the sessions to the reality of the school, country, and environment... Many worksheets in the books, and some of them are disconnected from the content worked on during the session. The EMAT material packets do not work. During the year, the Early Childhood tutors worked on curricular improvement proposals for the next year, but they remained unfinished.	Take our ideas into account and review the work we did; the curricular improvement proposals for the next school year. Plan more outdoor activities. Integrate Emirati culture more intentionally into the planning and development of the programs.



4) COEXISTENCE AND SCHOOL CLIMATE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
The Early Childhood teaching team. Coordination between levels and stages. KG1 and KG2 lunch in the cafeteria. Separate KG1 from KG2 during recess time. Inform in advance about the meetings scheduled for Fridays in the first and third terms.	Modify the parking lot one month before the end of the school year. The support given to students with behavioral difficulties has not been sufficiently effective. Conflict resolution between peers/staff in a direct manner. The organization when managing substitutions.	Implement recognition and reward systems for staff who maintain consistent attendance and do not take sick leave during their working hours. Provide shaded areas for parking. From the beginning of the school year, give more support to students with greater behavioral difficulties. Provide staff with different resources or tools for conflict resolution among colleagues, such as encouraging direct communication with the coworker. Evaluate staff fairly and avoid making comparisons with other coworkers.



5) ATTENTION TO DIVERSITY

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Implement differentiation in the classroom. Add a calm corner in the classroom. Good intervention within the classroom by the SENCO teacher.	Provide consistent support to students with special educational needs. The support teacher has not been able to assist us during the scheduled hours due to unavailability. It is difficult to address diversity when the number of students per class is high; there is a lack of human resources within the classroom to reach all students.	More support for students with SEN. Use SENCO department staff to help us with substitutions/support. A dedicated SENCO teacher exclusively for Early Childhood Education. Simplify the information given to families in weekly emails so that it is clear and parents will read it.



6) SCHOOL PROCESSES AND ROUTINES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
The four houses system. The cafeteria for KG1 and KG2. KG2 can go to the auditorium after lunch. Pre-KG adaptation period. Let us choose the theme for the field trips.	Not having class with the tutor on Monday first thing in the morning. That there are days in Early Childhood when children do not have free play time. Indoor playgrounds during hot weather periods. The prolonged duration of MAP tests affecting the use of technological materials and spaces for other classes and students. Poor ventilation in the Pre-KG playground, and because everything is made of plastic (materials, floor, canopy...), a lot of heat is concentrated. Organization of Science Week: the idea of parents visiting their children in the classroom is interesting, but for a limited time, as children cannot spend 2 hours doing the same activity.	Improve the houses' rewards and prizes. Organize all available spaces from the beginning of the school year for all grades, taking into account activities, MAP exams, and available spaces. Improve the Early Childhood hall. Science Week in February, including Women in Science Day.



7) COMPLEMENTARY (&CLUBS) AND EXTRACURRICULAR ACTIVITIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Punctuality in picking up students for extracurricular activities by the responsible staff. The plays: "The Jungle Book" and "Dumbo," both of which have been very beautiful and entertaining for the students.	Use of the library and book borrowing as in the previous year. Collection of money and permissions. Permissions are given too far in advance, which prolongs the follow-up time and requires constant reminders.	Assign and organize a calendar with one day per week or every two weeks, and designate a person to handle the book registration. Propose a centralized payment system or include the cost of these activities in the tuition fees. Send permissions with a maximum of 4 to 5 days' notice.



8) RELATIONSHIP AND COMMUNICATION WITH FAMILIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
The transmission of essential information through the class parent representative's WhatsApp group. Angela's support when there are urgent communications.	We believe that families receive an excess of information through different channels, which multiplies according to the number of children. Families do not regularly read or access Google Classroom.	Simplify the information given to families in the weekly emails so that it is clear and parents read it. With the goal of optimizing communication with families and avoiding email overload, it is proposed to minimize the number of emails sent, prioritizing the concentration of information in a single, clear, and structured weekly email that covers the most relevant aspects. Furthermore, it is recommended not to duplicate content across different channels. Specifically, avoid replicating in the classroom's weekly email information already included in the general school communication, in order to preserve the pedagogical and experiential meaning of the message specific to each class group.



9) TEACHING COORDINATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Very good rapport among the group of tutor teachers. The work has been effective with significant contributions from all. Coordination between pairs has been exceptional and equitable, with similar workload distribution. The coordinator has been very effective in her role, delivering information clearly and concisely and successfully motivating her team.	That the support teacher is not allowed to participate in the Early Childhood team meetings. That the support teacher does not have access to the shared minutes in Drive nor to Tekman.	Review and adjust the schedules to ensure that the support teacher can attend Early Childhood team meetings at least one day. Ensure that the support teacher has access to Drive and Tekman as a school teacher.



10) MANAGEMENT AND OPERATION OF THE SCHOOL

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Peer-to-peer observations. Collaborative work among the teaching team. Implementation of educational programs: Ludi, Emat...	Parking spaces. Pickup of students whose parents arrive late. There have been confusions about who should stay with them until they are picked up. Organization of substitutions.	Establish clear criteria regarding parking from the beginning of the school year: seniority, vehicle size... Advance planning, clear substitution protocol, effective communication... Establish a clear and effective process for student pick-up at the end of the day.



11) OBSERVATIONS AND CONCLUSIONS

The school year has been a period of learning and growth for both the children and the educational team, laying solid foundations to continue improving educational quality in the next year. The implementation of the identified improvement proposals will help optimize the teaching-learning process and ensure an enriching experience for KG.



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TEACHING TEAMS AND DEPARTMENTS END OF THE YEAR REPORT

PRIMARY AND SECONDARY TEAM

ACADEMIC YEAR: 2024-2025



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1) TEACHING-LEARNING PROCESS

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- Students respond appropriately to the different and varied activities of the TEKMAN Ludiletras and Superletras Project. - Design of units and sessions with multilevel approaches and UDL (Universal Design for Learning) principles, adapting materials and times. - Feedback from the management team after classroom observations. - Introduction to PBL in the classroom. - Clarification of learning objectives visible to students. - The use of technological resources such as tablets and educational applications have improved participation and interest (IXL, STEAM Programming, Razz Kids for English...). - The use of images and videos has facilitated the learning, deepening and improvement of the contents. - Individual or small group intervention sessions for students with very low results in the MAP. - Recruitment of qualified teaching staff with experience in international and local education. - Hiring of 1 TA for each group of students. - Spanish as a foreign language classes to make conversation.	- Compliance with Tekman EMAT and Lemon Games programming and activities. - Compliance with Anaya's Science programming and activities. - Irregularity in sending homework, depending on the grade and the teacher. - Real and efficient participation of the areas that participated in PBL. - Loans of books from the library (there has not been officially or regularly). - Razz Kids for Spanish (it has not been integrated into the classroom or outside of it). - Support or reinforcement in Mathematics has not been fully complied with in the schedule or frequency. - Gap between the ideal planning of some units and the actual time available due to unforeseen events (school events, MAP tests, outings, evaluations). - Disparity in the actual implementation of active methodologies in some groups, depending on the teaching style or classroom dynamics. - Lack of structured time for reflection and joint analysis on the teaching-learning process.	- Schedule periodic meetings with a specific focus on analyzing how the teaching-learning process is working. - To create a learning environment that encourages active student participation through projects, discussions, and hands-on activities that connect theory with practice. - Delimit to avoid the loss of sessions and the continuity of student learning. - Design didactic sequences that are more realistic in time and flexible to adapt to unforeseen events without losing pedagogical depth.



- The support teacher in ELE. - Support or reinforcement in Mathematics when the assigned schedule and days have actually been met. - Incorporation of moments of reflection and metacognition with students. - Incorporation of a weekly Laboratory session and focus on the scientific method. - Implementation of MAP tests.	- Adaptation to individual student needs: In some cases, there may have been difficulties in adapting teaching strategies to the individual needs of all students, especially those with different learning styles or special educational needs. - Limitations on face-to-face interaction, due to factors such as class sizes or time constraints, may have affected the depth and quality of interactions between students and with teachers. - Constant change in planning has sometimes affected class performance and progress. For example, sometimes we have had to dedicate many classes to the preparation of an event, and that cuts off the learning process of the students and continuity.	



2) EVALUATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- Different continuous assessment instruments have been used (observations, rubrics, assignments, projects and exams) that have made it possible to obtain a global vision of the students' progress. - Most teachers have kept their grades updated on the corresponding platforms, making it easier to monitor learning. - The use of individualised feedback has been promoted to motivate students and support their areas for improvement in a constructive way. - The MAP tests have been carried out, providing objective data on the progress of students in reading, mathematics and science, which complement our internal evaluations.	- There is no unified calendar of exams, so each teacher takes the tests when they consider appropriate, sometimes generating an accumulation of exams in the same week for some groups and lack of coordination between areas. - The ADEK regulations prevent failing grades from being reflected in the government's final grades, which makes it difficult to realistically reflect the level of achievement of some students and creates a sense of mismatch between the work done, the internal grade, and the external grade. - Repeated failure to record grades on the part of the teaching staff that makes it difficult for the tutors to manage and plan with time. - Cases of absenteeism have been detected in some students that hinder a complete and fair evaluation of their real progress, affecting the pace of learning and the recording of evaluation evidence. - The management of the MAP tests was complicated, as we did not have enough computers for all the classes and it was necessary to take turns between groups, which extended the process for several weeks and generated interruptions in the planning of some classes.	- Create a common exam calendar per term, coordinated between the areas, to avoid overlaps, guarantee a balanced distribution of loads and facilitate student preparation. - Continue with the use of continuous and diversified evaluations, but clarify with families the ADEK regulations regarding grades to align expectations. - Hold cycle meetings at the beginning of each term to coordinate exam dates, encouraging clear and shared planning. - Design strategies for monitoring cases of absenteeism (registration, communication with families and support plan) to ensure that sufficient evidence of learning can be collected from all students. - Plan the MAP tests for the next academic year more efficiently, assessing a shift calendar previously agreed between the levels and areas, and study the possibility of acquiring more devices or better coordinating their use to optimise the time of completion and reduce interruptions in classes.



3) CURRICULAR COMPLIANCE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- Implementation of MAP tests as an effective diagnostic tool to know the level of competence of each student in key subjects such as Mathematics, Language and Science, allowing more personalized groupings. - Work by levels in different subjects, facilitating more appropriate attention to the diversity of the student body and the learning rhythms. - Carry out joint analyses of the MAP results, to establish real improvement plans shared with specific students. - A high degree of involvement of the majority of teachers in the design of units adapted to the context and to the different students. - Grouping of students by levels in key subjects, favouring better attention to diversity and more adjusted progress. - Progressive adaptation of the Spanish curriculum (LOMLOE) to the local context, combining curricular content with the inclusion of cultural and social elements typical of the United Arab Emirates. - Competency-based approach in some areas, which has allowed us to work beyond mere memorization, enhancing skills in analysis, critical thinking and problem solving. - Widespread use of clear rubrics and evaluation criteria, favoring	- Insufficient coordination between subjects that share common areas, which has generated overlapping content or learning gaps. - Considerable loss of teaching hours due to internal school events (celebrations, rehearsals, theme weeks...), which has prevented the completion of the syllabus planned in many subjects, at all levels. - Lack of a shared and realistic schedule, adjusted to the specific school calendar, which takes into account in advance the forecast of non-teaching events. - Insufficient transversality between subjects, which has generated disconnection of content, redundancies or gaps in student learning. - Evaluation that is not very formative at some levels, without clear feedback to students or systematic use of the results to adjust teaching.	- Establish common evaluation criteria and protocols for the application of tests, guaranteeing equity and rigor in the exams at the center level. - Design and implement transversal teaching units, which allow a real connection between subjects and promote more significant learning. - Implement coordination between departments, through periodic meetings and joint work in curricular planning. - Review and restructuring of the internal school calendar, limiting the number of events that interrupt school hours. - More realistic and coordinated curricular planning between departments, which takes into account the actual calendar, the available times, and the needs of the students. - Promotion of interstage and interdepartmental teaching coordination spaces, not only to share practices, but also to plan jointly from an integrative perspective. - Implementation of a curriculum monitoring system, to facilitate the early detection of deviations.



transparency and objectivity in
the grade.



4) COEXISTENCE AND SCHOOL CLIMATE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- Throughout the school year, a pleasant school atmosphere has been maintained, with respectful relationships between students, teachers and most families. The good treatment, the closeness between the members of the teaching team and the receptive attitude of the students have favoured an environment conducive to learning. - The coexistence of students from different backgrounds has been an added value. It has fostered attitudes of tolerance, empathy and curiosity about other realities. In the classroom, this diversity has been naturally integrated into the daily dynamics and specific activities. - The interstage proposals (although there have not been many) have been very well valued. They have contributed to the development of bonds between students of different ages, reinforcing the feeling of belonging. - Fluid communication between tutors, specialists and the management team has allowed rapid intervention in situations of conflict or discomfort. Follow-up meetings have been effective spaces for sharing information and establishing common strategies.	- An increase in stress has been noticed at certain times. This has led to moments of discomfort. - In several groups, the need to constantly repeat rules related to respect for common space, the correct use of language or compliance with schedules has been detected. - On many occasions, the language barrier or low involvement have made it difficult to create a more comfortable environment for some students. - Although there are spaces for student expression, active participation has not always been achieved. Sometimes, the proposals that have arisen from the students have not been properly channeled. - In some groups, students have expressed that certain disruptive behaviours on the part of classmates have not had clear or visible consequences. This has generated a sense of injustice and has negatively affected the classroom climate. - Differences have been detected in the way in which the rules of coexistence are applied between different groups or teachers, which has caused confusion and has hindered a common classroom culture.	- Design a more structured reception plan, especially aimed at new students or those with little command of the language, which includes more visual support materials and routine personalised monitoring throughout the course. - Incorporate emotional education and stress management programs adapted to Primary and Secondary. Regular activities that help students identify and manage their emotions in a healthy way. - Strengthen communication with families using more accessible formats, more frequent meetings and individualized follow-up systems that reinforce accompaniment from home. - Continuous training of teachers in classroom management and cultural diversity: To provide the teaching team with up-to-date tools that respond to the challenges of coexistence in international contexts such as ours. - Establish more visible and coherent consequences for inappropriate behaviour: Review and reinforce the system of consequences so that students perceive a clear relationship between actions and their effects. This will help to strengthen the sense of justice and confidence in common standards. - Implement a figure of student mediator, "student help" or in community service: Train a group



- Although tools such as dialogue circles or occasional mediations have been put in place, it has not always been possible to get the students themselves actively and responsibly involved in the resolution of conflicts.
- Despite the planned activities, some students report that there are few unstructured spaces where they can interact freely with classmates from other stages or levels. This has made it difficult to build broader relationships outside of the classroom.

of student volunteers in active listening and peaceful resolution of conflicts, especially in upper cycles of Primary and Secondary. This favors autonomy and responsibility in coexistence.



5) ATTENTION TO DIVERSITY

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- During the school year, various measures have been implemented to address diversity, with the aim of responding in an equitable and personalised way to the needs of the students. Among the actions carried out are individual curricular adaptations, support within the ordinary classroom and educational reinforcement outside the classroom. - Attention within the classroom has allowed students with educational needs to participate in the ordinary school environment, favoring inclusion and socialization. The presence of support staff has been positive at key moments in curriculum development, such as in reading, mathematics or daily routines in Early Childhood. Collaborative work between tutors, specialists and support staff has facilitated, in many cases, an intervention more adjusted to the characteristics of the students, with visible improvements in the autonomy, participation and academic performance of certain students. - In some cases, significant progress has been observed. The use of active methodologies and adapted materials has favoured access to the curriculum and permanence in the group-class. Likewise, the involvement of families, in those cases where possible, has been key to strengthening educational intervention.	- Despite the efforts of the teaching team, some aspects have been identified that have hindered truly effective and equitable care for all students with specific educational support needs. - Firstly, the workload available for support and reinforcement has been insufficient, especially to attend to students with greater needs. Many of them require prolonged, systematic and continuous interventions outside the classroom, which has not been possible due to the limitation of human resources and time. - On the other hand, attention within the classroom, although valuable, has not been enough in those cases with neurodevelopmental disorders or severe learning difficulties that need more intensive and specific intervention. - Another weak point has been the lack of time for coordination between tutors and teachers of Therapeutic Pedagogy (PT). Although the intention and willingness to collaborate have existed, the teaching load and the multiple teaching tasks have made it difficult to establish fixed, systematic and sufficient spaces for the joint monitoring of cases. This lack of coordination has affected the planning of common strategies, the shared monitoring of objectives and coherence in the implementation of measures.	- Looking ahead to the next academic year, it is necessary to propose a series of improvements that will allow us to optimise attention to diversity from an inclusive and realistic perspective. - Firstly, it is proposed to increase the number of hours of direct intervention both inside and outside the classroom, especially for students with special educational needs or with significant curricular gaps. This would allow for more continuous and targeted interventions, without the need to prioritise by severity and ensuring a more equitable response. - In addition, it is considered essential to establish protected and systematic weekly times for coordination between tutors, PTs and specialists, to share relevant information, adjust measures and jointly monitor individualised support plans. This coordination must be part of the teaching schedule and the Tutorial Action Plan, and not be relegated to the margins of teaching time. - Another relevant proposal is to improve the procedures for detecting and evaluating the educational needs of students, developing more agile, coordinated protocols based on systematic observation.



- In addition, a positive, inclusive and respectful classroom climate has been fostered, which has contributed to a greater awareness on the part of students about the importance of collaboration, empathy and respect for the different learning rhythms.

- A lack of systematization has also been detected in the evaluation of the effectiveness of the measures implemented, which limits the possibility of adjusting or redesigning interventions based on evidence.



6) SCHOOL PROCESSES AND ROUTINES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- The entry and exit routines. - The collection of students from the central courtyard at the end of the day. - The implementation of the "The 4 Houses" Program has helped to improve punctuality. - Acquiring healthy habits, such as brushing your teeth after meals and washing your hands before and after eating. - Organised movements within the centre when they are with the tutors. - Accompaniment of students who use the school bus by the TAs. - The procedure for dropping off and picking up students at prayer time. - The morning exercise routine with which the day begins.	- Late arrivals and pick-up of students. - Promote that rewards are linked to pedagogical and training objectives, avoiding encouraging the individual acquisition of material objects, in order to reinforce the educational value of achievements and promote a culture of recognition consistent with the principles of the school. - The distribution and delivery of tickets as a reward system must respond to a coherent and equitable logic. - The current offer of the cafeteria is not aligned with the promotion of healthy lifestyle habits that the school promotes. - Difficulties are observed in the organization during the movements between classes, especially in the formation of lines and order when going to some specialists.	- Assess the implementation of specific measures for those families who repeatedly fall behind, in order to promote punctuality and respect for school times. - Use auditory timers that anticipate the end of a class. - Consolidate order in the queues during class changes, as well as in promotions, departures and transitions.



7) COMPLEMENTARY (&CLUBS) AND EXTRACURRICULAR ACTIVITIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
PIANO LESSONS: - The distribution by levels according to the school year and the limit of students to 10 per group.	- The 4pm to 5pm schedule is quite late for students after the entire school day.	- Better communication between ISM team/SSAD/Families, when there are cancellations or last-minute changes. Sometimes families do not have the complete information or time to take action.
EXCURSIONS: - There has been a wide variety of excursions and co-curricular activities throughout the course.	- Considerable teaching hours have been lost due to the excessive number of activities scheduled with class groups.	- Establish a limit of activities per term and per class group, to avoid affecting the curriculum and teaching hours.
CLUBS: - In general, they have been well accepted by the students.	- Not all clubs have been of interest to students. - Students change clubs without rigor, and some have been chosen by parents and not by the students themselves. - Spaces are not always clean and organized after use. - Lack of communication when there are changes, between the club leader/tutor/teacher who teaches the club.	- It is proposed to open only the clubs that are of real interest to students, even if they are fewer and are repeated in the following days to give access to all those interested. - Clubs should be chosen by the students, not the parents, to ensure the student's enjoyment. The student who chooses a club cannot change, he must remain in it throughout the term. - The teacher who teaches each club must be responsible for leaving the space organized and clean, so that it can be used by the next class without delay. - The communication channels between the Club Manager / Class Tutor / Club Teacher must be clear when giving information, since this year, many times the teachers who teach clubs did not know about the registrations and withdrawals of some students.



8) RELATIONSHIP AND COMMUNICATION WITH FAMILIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- The holding of meetings scheduled throughout the course has favoured direct, open and continuous contact. This dialogue has made it possible to keep families informed about their children's academic progress, emotional and social development, as well as classroom dynamics. - Days such as the International Day, the National Day, the Day of Music and Art, the Day of Sport or the celebrations for the Day of Spain and Ramadan, have been key moments to involve families in school life. These activities have reinforced the sense of community, inclusion and belonging. - Acknowledging special and cultural dates – such as the month of Ramadan – has helped to create a respectful and welcoming environment, in which families have felt represented and valued. - The use of platforms such as mobile apps, email and educational portals has facilitated agile and accessible communication. These channels have allowed for rapid dissemination of relevant information, reminders, and individualized follow-up when necessary. - Active listening has been promoted through questionnaires, conversations and follow-up meetings. This receptive attitude has made it possible to improve	- In some cases, the involvement of families has been irregular, which has made it difficult to constantly monitor the academic and personal development of the students. - There are still situations in which the information sent by the school is not read or reviewed carefully by all families. - There have been times when communication has focused on the transmission of information, without generating a real space for exchange or collaboration. - Some families still show difficulties in the proper use of available digital tools, which limits their access to relevant information.	- Currently, many families receive the same information through multiple channels (email, apps, etc.), which has led to some saturation and, in some cases, to them stopping reading messages. It is necessary to review and unify communication channels to avoid duplication and establish a clearer, more direct and organized system that guarantees that the information arrives effectively and is really read. - Organise short training sessions (face-to-face or online) to familiarise families with the digital tools used in the centre, thus ensuring more inclusive and effective communication. - Create spaces where families can share suggestions, concerns and proposals, through surveys, virtual mailboxes or periodic thematic meetings. - Design activities and events that promote parental involvement, adapting schedules and formats to facilitate their attendance and collaboration. - Clearly communicate the importance of family participation in the educational and emotional process of students, highlighting the positive impact it has on their development.



processes and respond to the real needs of families.

- Academic decisions, organizational changes, and new educational proposals have been communicated clearly and in advance, which has strengthened families' trust in the educational project and improved mutual collaboration.



9) TEACHING COORDINATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- Coordination meetings of stage, cycle and department. Coordination has been essential throughout the course to guarantee methodological, curricular and evaluation coherence between the different levels. Regular (weekly) meetings have been held, in which aspects such as the joint planning of teaching units, the design of complementary activities and the progress of the students have been addressed. - The coordination has also made it possible to plan interdisciplinary projects, organize educational outings and unify communication with families. This joint work has reinforced the teamwork of teachers and has contributed to improving the quality of the teaching-learning process, favouring a coherent educational response adjusted to the reality of each of the groups. - Planning and coordination of school events, educational outings, workshops and activities. They have been carried out thanks to the collaborative work of the teaching team. These activities, conceived as a complement to the official curriculum, have been selected and designed to enrich the students' learning from a global and integrating perspective. It has been sought that all of them have a meaningful, playful and formative character, promoting not only the	- On certain occasions, the need to have more quality time in coordination meetings has been evidenced, this would have allowed a more leisurely and enriching exchange of ideas among teachers. - Having more time favours not only joint reflection on the educational challenges that arise on a day-to-day basis, but also the search for pedagogical solutions that are more tailored to the needs of the students. - A greater time dedication contributes to more thoughtful decision-making, thus strengthening the quality of teamwork.	- Fluid communication between departments is necessary to improve and deepen all areas of our institution. - Participation of department coordinators in meetings with decision-making for events and activities of the center so that the information is fluid and direct. - Coordination between representatives of events and center activities that allow a more direct and fluid impact.



acquisition of content, but also the development of social skills, values, positive attitudes and the taste for learning in contexts other than the classroom. This coordinated planning has ultimately contributed to the integral development of students, connecting the school with its environment and offering memorable and motivating educational experiences.

- The teaching team has communicated appropriately, in person or by email, promoting total transparency between them. The reference email that indicates to the entire teaching team the topics to be communicated to the families allows the impact to be global to the entire community.

10) MANAGEMENT AND OPERATION OF THE SCHOOL

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
- The effort to implement leadership has been positive in maintaining the cohesion and functioning of the center. - Have established in the schedule time to carry out meetings of stage, cycle, programs and curriculum. - The school has demonstrated a solid capacity for adaptation, consolidating and strengthening an effective educational environment. This evolution demonstrates a proactive attitude towards change and a constant commitment to continuous improvement. - Cooperation and joint work between teaching and administrative staff has been effectively promoted. This has contributed positively to the implementation of educational programmes, the efficient resolution of everyday situations and a more rational and coordinated use of available resources.	- The intensity of the pace of work has represented, at times, an added challenge for the teaching and management team, which could have affected the work environment so much	- Develop and implement strategies that promote the emotional well-being of teachers and management team, especially during periods of high institutional demand, such as educational inspections. Some recommended measures include the creation of emotional support spaces, the promotion of self-care practices and the offer of specific training in stress management and emotional regulation.

11) OBSERVATIONS AND CONCLUSIONS

The analysis of the current school year highlights an active educational community, committed to continuous improvement and capable of adapting to the challenges of the international context in which it is framed. Significant progress has been made in active methodologies, attention to diversity, school coexistence and teacher coordination, all supported by an involved professional team and a solid organizational structure.

However, areas for improvement are also identified that require more realistic planning, a more equitable distribution of time and resources, and a reinforcement of communication both internally and with families. In particular, the need to strengthen formative assessment, improve curricular coherence and take care of the emotional well-being of staff are priority aspects to consolidate a balanced and sustainable educational environment.

Remarks:

- The school culture is moving towards a more inclusive, flexible and student-centred pedagogical proposal, but it needs to strengthen its internal coherence so that good practices are consolidated equitably at all levels and areas.
- Planning and time management must be more adjusted to the reality of the school calendar, limiting the loss of teaching sessions and respecting the learning rhythms of students.
- Attention to diversity has been a recognized strength, but it is necessary to continue expanding human resources and time for the intervention to be truly systematic and effective.
- The school climate is, in general, positive, although it is recommended to strengthen teacher training in coexistence and emotional management to better respond to current challenges.
- The involvement of families has been key in many aspects, but a more unified communication system and specific actions are required to involve all families more actively and continuously.

In short, the school has a solid base on which to continue building a quality, innovative educational proposal committed to the integral development of the students.



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

TEACHING TEAMS AND DEPARTMENTS END OF THE YEAR REPORT

**MOE CURRICULUM
DEPARTMENT**

ACADEMIC YEAR: 2024-2025



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1) TEACHING-LEARNING PROCESS

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
In our ongoing efforts to improve the quality of education and align teaching practices with national priorities, several initiatives have proven to be highly effective across our schools. The development and implementation of structured term and lesson plans have provided teachers with clear guidance on weekly and daily instructional goals. This has resulted in more consistent and focused teaching across grade levels. Continuous assessments conducted by teachers have successfully supported the monitoring of student progress and informed instructional adjustments to better meet learners' needs. These assessments have contributed to a more responsive and student-centered learning environment. The integration of the national identity and values program into lesson plans has significantly reinforced students' connection to their cultural heritage and civic responsibilities, making learning more meaningful and contextually relevant. The use of educational technologies—particularly platforms such as Alef, Kutubee, and Edpuzzle—has enhanced engagement and enabled more personalized learning experiences. Teachers have embraced these tools to create interactive and dynamic classrooms. Interactive teaching strategies using resources like Word Wall, Alif Ba, tablets, and smart boards have proven effective in increasing student participation and fostering a	While significant progress has been made, several practices and challenges have hindered the effectiveness of teaching and learning: Students are not consistently logging into their accounts to practice on educational platforms such as Alef, Kutubee. This lack of regular engagement reduces the intended impact of these tools on learning reinforcement and skill development. Inter-school educational competitions have not been effectively implemented, largely due to limited parental interest and support, reducing student motivation and engagement. Scheduling some key MOE subjects—particularly Arabic and Islamic Studies—after lunch has not been effective. Students, especially in the lower grades, are often too tired during this period to remain focused and engaged, which impacts the quality of learning in these subjects. Overloaded timetables, especially in MOE dept still awaiting additional teaching staff, have also presented a challenge. The current workload puts pressure on both teachers and students, leaving little room for enrichment, remediation, or meaningful breaks. These issues highlight the need for targeted improvements in student engagement, scheduling, staffing, and extracurricular academic programming.	Promote greater integration of technology in lessons by providing each student with a tablet, alongside training for teachers to effectively utilize these tools in instruction. Foster active and independent learning environments that empower students to take ownership of their education and develop lifelong learning skills. Ensure greater consistency in teaching national identity and values by incorporating creative, culturally relevant, and student-centered activities that deepen understanding and engagement. Systematically incorporate collaborative learning strategies and critical thinking exercises into lesson plans to develop essential 21st-century skills. Encourage regular and meaningful use of educational platforms by assigning related homework, providing technical support, and offering incentives to boost student motivation and accountability. Schedule Arabic and Islamic classes to occur before lunch to improve student focus and attentiveness, and avoid double periods when possible to reduce fatigue. Allocate a dedicated Arabic language room for KG classes or ensure equitable sharing of classroom space between Arabic and English instruction to create an optimal learning environment. Increase professional development opportunities focused on differentiated instruction,



more stimulating learning environment.

Differentiated instruction, including pair work and group activities, has successfully addressed the diverse learning needs of students. Teachers have reported improved collaboration and peer learning as a result.

There has been notable success in promoting collaborative learning and critical thinking. These strategies have empowered students to take an active role in their learning and to develop essential problem-solving and communication skills.

The implementation of 21st-century teaching skills has had a positive impact, with teachers increasingly focusing on creativity, collaboration, communication, and critical thinking. These competencies are being developed through intentional lesson design and classroom practice.

The use of Bloom's Taxonomy has guided teachers in designing lessons and assessments that target a range of cognitive skills, ensuring that students are challenged appropriately and learning outcomes are effectively achieved.

Project-Based Learning has emerged as a successful approach, allowing students to explore real-world problems and present their findings. This method has fostered deeper understanding and greater student ownership of learning.

Finally, the shift towards learner-centered classrooms has started to yield positive results. Teachers are actively training students to become more independent and responsible for their own learning, fostering greater confidence and engagement.

technology integration, and formative assessment to better equip teachers in meeting diverse learner needs.

Enhance parental engagement initiatives to support learning outside the classroom, including workshops on using educational platforms and the importance of consistent practice at home.

Introduce regular inter-school academic competitions and extracurricular programs to stimulate student motivation, creativity, and healthy academic rivalry.

Review and adjust teacher workloads and timetable structures to ensure balanced schedules that allow time for enrichment, remediation, and collaborative planning.



2) EVALUATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Diagnostic exams conducted at the beginning of the academic year have provided valuable insights into students' prior knowledge, helping teachers plan targeted instruction. Continuous formative and summative assessments have supported ongoing tracking of student progress and curriculum coverage. Assessments have been guided by clear criteria across the four key language skills (reading, writing, speaking, and listening), ensuring balanced skill development. The use of self-assessment and peer-assessment practices has encouraged student reflection and accountability. A variety of tools such as the Alef Platform, Word Wall, and worksheets have been effectively used to assess students in engaging ways. Regular monitoring of students' performance through projects, classwork, homework, and formal exams has supported holistic evaluation. ABT exams have helped in identifying learning gaps and guiding intervention strategies. Teachers have started using rubrics to ensure more objective, consistent, and transparent evaluation.	Evaluation planning often gets rushed due to tight timelines or overlapping duties. Some staff may be uncomfortable giving or receiving peer feedback. Not all team members are confident in collaborative assessment or data analysis. Teams may not have clear, shared criteria for evaluating certain skills or projects. Busy schedules make it hard for teams to meet regularly for proper assessment discussions.	Ensure all teachers consistently apply rubrics for assessments to promote fairness, clarity, and transparency in grading. Organize team meetings to align understanding of assessment standards and ensure consistency in marking across grade levels and subjects. Balance assessments throughout the academic year to avoid overload in shorter terms and ensure sufficient preparation time. Use results from diagnostic and ABT exams to create individualized support plans and targeted instruction based on student needs. Incorporate digital tools and varied question types (aligned with Bloom's Taxonomy) to assess higher-order thinking and creativity. Review exam language to ensure accessibility for native Arabic speakers and students with emerging English proficiency. Conduct ABT exams during the first period of the day to ensure focus and timely completion. Guide students in using peer and self-assessment meaningfully through modeling and scaffolding. Provide professional development on designing quality assessments, interpreting data, and giving actionable feedback.



3) CURRICULAR COMPLIANCE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Effective implementation of the MOE curriculum, with clear links to UAE National Identity. Continuous monitoring and feedback on student performance. Productive use of the Alef Platform as an engaging and supportive tool aligned with MOE content. The following term plans have supported forward planning and ensured curriculum coverage. Regular assessments have helped track student progress effectively. Improved teacher collaboration during planning meetings to align curriculum goals and pacing. Integration of technology and digital tools in lessons has supported interactive learning. Gradual improvement in students' engagement and participation through structured lesson delivery.	There is a shortage of reading storybooks and materials to send home with children for practice. Textbooks often lack differentiation, making it hard to address varying student abilities. Overemphasis on content has limited opportunities for active, student-led learning. Time constraints have hindered full coverage of curriculum standards within terms. Weak cross-curricular connections have led to fragmented student understanding. Uneven use of digital platforms has reduced student engagement and platform confidence. Low completion rates of assigned tasks on platforms like Alef and WordWall reduce reinforcement and independent practice.	Integrate more critical thinking and collaborative learning activities into lesson plans to deepen student engagement and understanding. Provide richer reading resources for KG students that are both developmentally appropriate and stimulating. Offer regular training for teachers on differentiation and inclusive planning strategies. Revisit lesson design to balance content delivery with hands-on, inquiry-based learning. Increase parental involvement by providing resources and workshops that support learning at home. Implement periodic curriculum reviews to identify gaps and update materials to reflect current educational needs and standards.



4) COEXISTENCE AND SCHOOL CLIMATE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Effective Positive Behavioral Interventions and Supports, reinforced through the ticket system and incentives at the school store. Strong, supportive relationships between teachers and students. Consistent morning assemblies promoting community and shared values. Safe and nurturing learning environments established throughout the school. Awareness workshops conducted by the inclusion team and school nurse benefiting students, teachers, and parents. Teachers' punctuality for classes and duties improving overall school discipline. Encouraging peer support and collaborative behavior among students.	Some students fail to consistently follow behavior policies, leading to occasional verbal and physical conflicts. Inconsistent firmness and follow-up in addressing bullying and student assaults. There is a lack of a continuous, structured plan to monitor and evaluate student behavior; implementing home suspension could be considered as part of the disciplinary measures. Limited recognition of positive student behavior and achievements. Insufficient student involvement in promoting school values beyond assemblies. Communication gaps between staff and parents regarding behavioral concerns.	Establish clear, consistent protocols to handle bullying with timely interventions and follow-up. Implement a structured behavior monitoring system with regular evaluations and documentation. Create a reward and recognition program celebrating respectful behavior and achievements school-wide. Schedule regular assemblies featuring student presentations on monthly values and accomplishments. Increase student leadership roles to actively promote positive behavior and peer support. Enhance communication channels between teachers, parents, and support staff on behavioral issues. Organize periodic training sessions for teachers on classroom management and conflict resolution. Develop peer mediation programs to empower students in resolving conflicts amicably. Introduce mindfulness and emotional regulation activities to support students' social-emotional well-being.



5) ATTENTION TO DIVERSITY

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
1. Differentiated activities tailored to students' individual needs and academic levels. 2. Implementation of Individualized Education Plans (IEPs) with collaborative support from teachers and specialists. 3. A diverse and inclusive curriculum that responds to students' learning needs and interests. 4. Celebration of cultural events and heritage that promotes a sense of belonging. 5. Inclusive teaching strategies that encourage active participation from all students. 6. Use of formative assessments to adapt instruction and monitor student progress.	1. Limited continuity and follow-up in some inclusion and support programs. 2. Low engagement from certain students in extracurricular and cultural activities. 3. Inconsistent implementation and monitoring of Individualized Education Plans. 4. Insufficient digital resources to fully support students with specific learning or behavioral needs. 5. Gaps in communication between school staff and families regarding student progress and support. 6. Limited access to ongoing professional development focused on inclusion and diversity for staff.	1. Continue organizing and celebrating cultural events and values-based programs to strengthen school identity and student engagement. 2. Actively involve students in the planning and execution of cultural and heritage events. 3. Organize school trips and experiential learning activities that highlight UAE heritage and foster cultural awareness. 4. Develop a systematic approach to monitor and evaluate the implementation of IEPs regularly. 5. Offer targeted professional development opportunities for staff in inclusive teaching practices and cultural competency. 6. Strengthen family-school partnerships through consistent communication and collaborative involvement in student support plans.



6) SCHOOL PROCESSES AND ROUTINES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
1. Clear and consistent timetables that support smooth daily operations. 2. Well-defined roles and responsibilities for teachers and support staff, ensuring accountability and efficiency. 3. Regular staff meetings and professional development sessions that contribute to teachers' growth and improvement. 4. Weekly department meetings that clarify expectations and help align teaching strategies. 5. Meeting minutes from departments and CCPs (Curriculum and Coordination Planning) have been valuable for tracking decisions and actions. 6. Structured communication and collaboration among departments has enhanced consistency and planning.	1. Lack of teacher input in decision-making processes related to schedules, PDs, and resource planning. 2. Some professional development sessions feel misaligned with teachers' schedules, especially during long weeks. 3. Limited flexibility in PD delivery; language barriers can reduce effectiveness when sessions are not offered in native or familiar languages. 4. Inadequate enforcement and awareness of library rules; students need better guidance on appropriate behavior and book care.	1. Conduct a teacher survey to gather feedback and suggestions on improving schedules, PDs, and general school functioning. 2. Adjust PD timings to ensure a better balance with teaching loads, and family commitments especially on Friday's. 3. Allow departments to deliver certain PDs in their own language to ensure clarity, relevance, and deeper understanding. 4. Reinforce and educate students about proper library behavior and the importance of respecting books and shared resources. 5. Involve the Head of the MOE department in primary-level meetings to enhance collaboration, share insights, and better align interdepartmental efforts.



7) COMPLEMENTARY (&CLUBS) AND EXTRACURRICULAR ACTIVITIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
1. Organizing <i>Haq Al Leila</i> giveaways in line with UAE traditions, fostering cultural pride and student engagement. 2. Hosting the <i>Ramadan Iftar</i>, which was a successful and unifying community event. 3. Celebrating <i>Flag Day</i>, enhancing national identity and school spirit. 4. Recognizing the <i>Prophet's Birthday</i> with appropriate cultural and educational activities. 5. Successfully executing the <i>Adha event</i> and <i>Hajj demonstration</i>, along with providing Eid treats that enriched students' understanding of Islamic values. 6. Implementing the <i>Values Education</i> program in MOE classes, promoting key national values: Respect, Empathy, Tolerance, Excellence, and Creativity. 7. Arabic performance featured in the KG graduation ceremony, showcasing language skills and cultural expression. 8. Introduce competitions such as <i>spelling bees</i>, <i>Quran recitation</i>, and <i>reading contests</i> within the school.	1. Limited variety of engaging Arabic-language enrichment activities outside of the standard curriculum. 2. Few structured opportunities for students to compete or collaborate in Arabic-focused academic or cultural events. 3. Lack of consistent extracurricular support in Arabic reading, writing, or Quran recitation across all grade levels. 4. Missed opportunities to integrate Arabic with other subjects (e.g., music, art) in schoolwide events. 5. No formal inclusion of outside community experts (like Imams or Arabic artists) to enhance student learning experiences.	1. Offer <i>Arabic-focused clubs</i> such as reading, writing, and singing to nurture talent and develop interest in the language. 2. Organize <i>Quran recitation sessions</i> led by an Imam from Awqaf, offered as a paid extracurricular activity for interested families. 3. Plan an <i>Arabic performance as part of the end-of-year show</i>, integrated with music and art to highlight creativity and cross-curricular learning. 4. Provide <i>Arabic reinforcement and Quran recitation classes</i> as after-school programs to support students' development in a non-formal setting. 5. Encourage deeper student involvement in cultural programming by giving them roles in planning, performing, or leading activities.



8) RELATIONSHIP AND COMMUNICATION WITH FAMILIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
1. Teachers are consistently responsive to parents, addressing their concerns promptly and professionally. 2. Google Classroom has been effective for receiving and sending direct messages to parents. 3. Weekly plans, activities, and assignments are shared with parents, helping them stay informed and engaged. 4. Parent-teacher communication during school events has been generally positive and well-received. 5. Some parents actively engage through digital platforms, showing interest in their children's progress. 6. Sharing photos or updates of classroom activities helps build trust and connection with families.	1. Limited parental involvement and follow-up; some parents do not maintain regular contact with the school. 2. Lack of direct communication or meetings between some parents and teachers or specialists. 3. Inconsistent participation in parent meetings, especially when not scheduled flexibly. 4. Some parents are not familiar with the tools used (e.g., Google Classroom), creating communication gaps. 5. Difficulty in maintaining engagement with non-Arabic or non-English-speaking parents due to language barriers. 6. Low attendance during workshops or sessions intended to strengthen the school-home partnership.	1. Require at least two scheduled parent meetings with specialists during the school year to review academic and behavioral progress. 2. Introduce <i>ClassDojo</i> as a behavioral motivation and communication platform to enhance interaction and reward systems. 3. Provide multilingual communication tools or translated materials to ensure inclusivity for all parents. 4. Offer short training or orientation sessions for parents on how to use platforms like Google Classroom or ClassDojo effectively. 5. Create a monthly digital newsletter to keep parents updated on class highlights, student achievements, and upcoming events. 6. Organize flexible meeting times (including virtual options) to accommodate working parents and improve attendance.



9) TEACHING COORDINATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
1. Weekly departmental brief meetings that ensure alignment and clarity within the team. 2. Regular MOE subject coordination meetings that promote consistency across teaching practices. 3. Effective follow-up on missing or outdated departmental procedures and documentation. 4. Proactive adjustments made to identify weak areas and implement improvements. 5. Collaboration between subject coordinators and teachers to enhance planning and resource sharing. 6. Clearer communication channels established within the department over time. 7. Teachers have shown increased ownership in addressing academic gaps collaboratively.	1. Inconsistent professional guidance at the start of the year, which affected early planning and structure. 2. Delayed distribution of MOE updates and circulars reduced time for proper implementation.	1. Provide consistent professional development and mentoring from the beginning of the school year. 2. Introduce platforms like ALEF at the start of the academic year with proper training and rollout plans. 3. Implement a peer support system where experienced teachers guide new or struggling colleagues through planning and expectations.



10) MANAGEMENT AND OPERATION OF THE SCHOOL

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
1. The school communicates clearly with staff through emails and the Slack app, ensuring timely and organized information sharing. 2. The school consistently offers professional development sessions aimed at enhancing teachers' instructional skills. 3. Self-evaluation forms and follow-up meetings provide teachers a platform to reflect on their strengths and areas for improvement. 4. Open channels for feedback encourage a culture of continuous professional growth. 5. Collaboration among staff is fostered through digital communication tools, enhancing teamwork and support.	1. Limited formal recognition programs to motivate and appreciate teachers' efforts. 2. Professional development sessions sometimes lack practical application or follow-up. 3. Opportunities for teachers to showcase innovative teaching practices are minimal.	1. Introduce a "Teacher of the Month" recognition program to motivate staff and celebrate their achievements. 2. Develop a structured follow-up process after self-evaluations to provide targeted support and growth plans. 3. Ensure PD sessions include practical strategies and ongoing coaching or check-ins. 4. Use digital platforms to highlight and share exemplary teaching practices among staff. 5. Consider incorporating teacher appreciation events to boost morale and foster a positive work environment.



11. OBSERVATIONS AND CONCLUSIONS

We would like to extend our sincere gratitude to the management team for their continued support throughout the academic year. In light of the school's commitment to fostering academic excellence in multiple languages, we kindly request consideration for assigning a dedicated teacher to support Arabic-speaking students who face challenges in accessing the language.

Having a support system similar to the one Ms. Ester provides for students who are new to or struggling with Spanish would greatly benefit our Arabic learners. This initiative would further strengthen the school's objective of developing and enhancing proficiency in three languages, ensuring that all students have the opportunity to succeed academically.



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

TEACHING TEAMS AND DEPARTMENTS END OF THE YEAR REPORT

ENGLISH DEPARTMENT

ACADEMIC YEAR: 2024-2025



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1) TEACHING-LEARNING PROCESS

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
The trilingual model supports cultural and linguistic diversity. The English team has fostered strong relationships with students and implemented creative, engaging lessons despite limited contact time. Purposeful differentiation and intentional scaffolding have supported language acquisition.	Students' English proficiency is below the level required by the Cambridge One curriculum. Lessons are often slowed due to weak foundational skills. The specialist model of teaching English limits continuity and depth, particularly in the older grades.	Adopt leveled content objectives to supplement Cambridge One. Introduce intensive foundational language programs in lower grades. Increase opportunities for students to improve vocabulary and foundational skills for reading.



2) EVALUATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Teachers track student performance using formative and summative assessments and observational data, which provide useful insights into driving instruction and focusing on student progress. Students given self-assessment and peer-assessment opportunities. Students tracking their own data through analyzing their data with the “My Goals and Data” sheets.	Cambridge One assessments are not aligned with students' language levels. There is a disconnect between curriculum content and MAP testing criteria, making it difficult to measure meaningful growth.	Align formative and summative assessments with Cambridge-tested skills and adapt them to students' actual proficiency levels. Align formative and summative assessments with MAP-tested skills and adapt them to students' actual proficiency levels. Use data-driven instruction to bridge academic gaps.



3) CURRICULAR COMPLIANCE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Using a fully comprehensive lesson plan template, the English teachers are committed to implementing curriculum expectations and creatively adapt lessons to meet students' needs.	The Cambridge One curriculum is either too difficult or too easy depending on the grade level, leading to inconsistent rigor and learning outcomes.	Revise curriculum mapping to integrate ESL benchmarks. Introduce a vertically aligned scope and sequence that accounts for language acquisition stages and content objectives.



4) COEXISTENCE AND SCHOOL CLIMATE

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
The overall school environment is welcoming and respectful. Teachers from diverse backgrounds work collaboratively in a positive atmosphere.	As specialists, English teachers are limited in human resource allocation. There is minimal collaboration across subjects due to scheduling and structure.	Promote interdisciplinary planning sessions. If possible, ensure equitable access to human resources – English speaking Teacher Assistants.



5) ATTENTION TO DIVERSITY

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Teachers show cultural sensitivity and use inclusive practices in the classroom. Students feel safe and respected.	UAE national identity is prioritized to the extent that other cultures receive limited representation, despite the student body's global diversity.	Integrate international themes and student-led cultural sharing opportunities into lessons and events to ensure broader inclusion.



6) SCHOOL PROCESSES AND ROUTINES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Most school processes are consistent and familiar to students and staff.	The school has outgrown its original systems. Grades 6 and 7 students require age-appropriate processes but are still managed like younger students.	Redesign school operations for upper grades, including separate schedules, routines, and expectations. Begin planning for Grade 8 now to avoid future challenges.



7) COMPLEMENTARY (&CLUBS) AND EXTRACURRICULAR ACTIVITIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Built-in club time is highly effective. Students enjoy choosing their activities, and participation is enthusiastic across grade levels. English teachers have all enjoyed our roles in club implementation.	Some clubs are limited by supervision availability.	Expand club offerings based on student interest surveys. If this is possible, invite community members or parents to lead specialized activities.



8) RELATIONSHIP AND COMMUNICATION WITH FAMILIES

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Google Classroom, face-to-face meetings, and open lines of communication have built trust with parents. Teachers are accessible and responsive.	Some families may not fully understand the academic expectations or curriculum structure of the English specialist classes as they operate differently than other classes.	Continue to offer parent workshops in multiple languages. Create infographics or videos to explain curriculum, testing, and student progress expectations.



9) TEACHING COORDINATION

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Dedicated weekly coaching sessions between the Head of Department and English teachers foster growth, trust, and clear goal setting.	Cross-grade coordination is limited. Collaboration is mostly vertical (within grade levels) rather than horizontal (across the department).	Introduce monthly departmental planning meetings to ensure continuity and shared goals. Creating a shared digital space for resources and planning is already in process.



10) MANAGEMENT AND OPERATION OF THE SCHOOL

WHAT HAS WORKED	WHAT HAS NOT WORKED	IMPROVEMENT PROPOSAL
Overall support from school leadership is evident, and new initiatives are welcomed. The school continues to grow in size and structure.	Visibility and consistent engagement with students and staff.	Encourage a more active leadership presence throughout the day. Improve access for those teachers not in leadership positions. Consider student-focused initiatives led by administrators.



11) OBSERVATIONS AND CONCLUSIONS

This academic year was a year of rapid growth and transition. As the school expanded in size, many systems and instructional practices that previously served a small student body became misaligned with our evolving needs. The school-wide initiatives put in place to address these growth challenges will be vital to our success next year.

The English Department, though small in size, has demonstrated commitment to student success under challenging conditions. We will face more challenges next year as we face a shift in how we instruct our students in English. We will meet these challenges with the resilience, professionalism, and commitment to student success.

Curricular, instructional, and assessment mismatches have limited our ability to reach desired student outcomes. However, these challenges also present opportunities. By realigning our curriculum with student needs, increasing collaboration across departments, and adapting school operations for middle school learners, we can create a more responsive and effective learning environment.

Looking ahead, it is vital to invest in stronger foundational English language instruction, age-appropriate systems for older students, and broader inclusion of our diverse school community.

With strategic planning and continued leadership support, the school is well positioned to enter its next school year with renewed energy for positive outcomes.

ANNUAL REPORT

Part 2

*INCLUSION, GUIDANCE AND
SUPPORT FOR STUDENTS
END OF THE YEAR REPORT*



ACADEMIC YEAR: 2024-2025

1. INTRODUCTION

The academic year 2024-2025 represents a significant milestone in the ongoing development of the school's inclusion practices. **In alignment with ADEK's revised Inclusion Policy, the school proactively advanced its implementation**, hiring three specialized inclusion teachers — one for each educational stage. Consequently, the Inclusion Department expanded from a small team of three members (Head of Inclusion, Inclusion Assistant, and Social Worker) to a more robust and multidisciplinary team of six: Head of Inclusion, two Special Education Teachers, a Speech Therapist, a Social Worker, and a Counselor/Social Worker.

With this strengthened structure and the Vice Principal's direct leadership over assessment, intervention, and data management, the school has made notable strides in supporting a wider range of student needs. This expansion reflects our school's commitment to the principles of Universal Design for Learning (UDL) and to fostering an inclusive environment where all students can thrive.

Inclusion has always been an intrinsic element of the Spanish Educational System, ensuring support for students with special educational needs. However, this year the school broadened its scope to better identify and provide for **all students with additional needs**, including those identified as **Gifted and Talented (G&T)**. This required the formalization of internal procedures and the development of specific policies aimed at the identification, support, and monitoring of these students' progress.

Following ADEK guidelines, the school implemented **Differentiated Learning Plans (DLPs)** and ensured systematic support through a variety of targeted documents: **Individual Educational Plans (IEPs), Individual Support Plans (ISPs), Individual Learning Plans (ILPs), Behavior Support Plans (BSPs), and Advanced Learning Plans (ALPs)**. These plans offer tailored interventions and accommodations, designed collaboratively by teachers, parents, and students where appropriate, to address academic, behavioral, emotional, or physical barriers.

The work carried out this year closely aligns with the inclusive principles embedded within Spanish law and reinforces the foundations for future progress. The inclusion of this dedicated **Inclusion Section** in the Annual Report underscores the importance of the work done and the school's awareness that further efforts are still required to strengthen these practices.

This report details the department's key **programs, projects, and proposals for improvement**, and also reflects upon the **ten domains evaluated in Part 1 of this Annual Report**. The overarching conclusions from those domains are referenced in the Introduction of Part 1.

2. PROPOSED IMPROVEMENT GOALS 2025-2026

2.1. Strategic Structuring and Integration within the School Framework

- **Institutionalize Inclusion Initiatives within Core Structures::** Ensure all key inclusion programs (RTI, Emotional Education, Anti-Bullying, Open Classroom, Future Stars, etc.) are formally integrated into the school's **Tutorial Action Plan (PAT)**, with clearly mapped timelines, objectives, and evaluation checkpoints to ensure systematic and sustainable implementation across the whole academic year.
- **Timetabling and Resource Allocation:** Plan and secure **dedicated time slots within the school schedule** for intervention programs (RTI Tiers 2 and 3, Emotional Education, Open Classroom) to avoid reliance on ad-hoc arrangements. This should include periods for both reinforcement and specialized intervention.
- **Staffing & Role Clarification:** Clearly distinguish between the roles of inclusion teachers, interventionists, reinforcement teachers, and specialists to avoid duplication or role confusion. Assign specific leads for Tiers 1, 2, and 3 to ensure accountability.

2.2. Development of Tools, Processes, and Systems

- **Unified Digital Tracking System for Inclusion:** Develop and implement a **centralized digital tracking platform** (shared among Inclusion, Academic, and Leadership teams) to monitor referrals, interventions, progress, attendance, and communication with families. This system should integrate:
 - RTI referrals and follow-up
 - DLP, IEP, ISP documentation
 - Progress tracking via MAP, DIBELS, etc.
 - Attendance and impact of sessions
- **Standardized Documentation Protocols:** Consolidate documentation tools by establishing **clear, standardized referral forms** (Level 1 referrals, SEND referrals) and unified templates for plans and evaluations (RTI, Emotional Education, Open Classroom, G&T identification).
- **Data-Driven Practice Reinforcement:** Continue reinforcing data-informed decision-making by embedding monthly updates on RTI progress into **staff meetings** and aligning MAP/DIBELS findings with classroom strategies.

2. 3. Enhanced Collaboration and Communication

- **Strengthen Internal Communication:** Establish **biweekly formal coordination meetings** between Inclusion, Academic Leadership, and relevant teaching teams to share progress, discuss challenges, and adjust interventions proactively.
- **Engage Families More Deeply:** Develop a structured **parental involvement plan** with periodic meetings, workshops, and home-based activity suggestions for families, aligned with each program's objectives (Attention and Memory, Emotional Education, Language Stimulation, etc.).

- **Increase Collaboration with External Experts:** Schedule regular training for staff by external specialists in emerging inclusion methodologies (e.g., updated RTI strategies, neurodiversity, trauma-informed practices).

2.4. Program-Specific Improvements

RTI & Intervention Programs

- Clarify differentiation between academic reinforcement and RTI intervention.
- Expand and formalize Level 3 interventions with robust protocols and inclusion of multi-disciplinary expertise.

Social-Emotional Programs

- Incorporate **quarterly school-wide workshops** (aligned with mental health, bullying prevention, digital literacy).
- Strengthen follow-up with teachers post-workshops to embed strategies into classroom culture.
- Use student feedback and behavior tracking to measure program effectiveness.

Attention & Memory / Psychomotor / Language Programs

- Enrich programs with **more varied, multi-sensory materials and digital tools**.
- Extend cross-disciplinary collaboration to integrate cognitive strategies across subjects.
- Implement clear transition strategies from program-specific learning to mainstream application.

Gifted & Talented (Future Stars)

- Expand G&T programs beyond small-scale projects into **school-wide opportunities** (STEAM, problem-solving competitions).
- Provide **longer timelines and cross-curricular integration** to enhance depth and quality of outcomes.
- Formalize **identification procedures** linked to MAP and teacher observation, with annual review.

Open Classroom (Aula Abierta)

- Restructure schedules to ensure **morning academic sessions and afternoon regulation activities**.
- Reinforce links between Open Classroom progress and mainstream teacher planning to foster reintegration.

Anti-Bullying

- Formalize integration into the **Tutorial Action Plan (PAT)** for continuity across the year.
- Institutionalize **International Anti-Bullying Day (May 2nd)** as a culminating event with visible outputs from throughout the year.

2.5. Professional Development and Capacity Building

- **Develop Internal Expertise:** Continue to train staff in:
 - MTSS/RTI and differentiated instruction
 - Emotional literacy strategies
 - Inclusive classroom management techniques
 - Neurodiversity and SEN emerging trends
- **Peer Learning and Sharing:** Create opportunities for staff to **share best practices** internally (case studies, workshops) to promote a culture of learning and reflection.

2.6. Monitoring, Evaluation, and Impact Measurement

- **Structured Evaluation Plan:** Implement a **clear evaluation framework** for each program, measuring:
 - Impact on student progress (academic, emotional, behavioral)
 - Engagement of teachers and families
 - Alignment with strategic school objectives
- Review these in formal **semesterly evaluation reports** to inform future action plans.

2.7. Broader Culture of Inclusion

- **Promote School-Wide Culture of Inclusion:** Ensure all staff, including non-teaching, understand and support the school's inclusion vision through training, clear communication, and involvement in activities (e.g., Houses, assemblies, awareness days).
- Foster **student voice and leadership** in inclusion initiatives, expanding roles like Inclusion Ambassadors.

3. FINAL OBSERVATIONS AND CONCLUSIONS

The academic year 2024-2025 has been a period of consolidation and growth for the Inclusion & Guidance Department, marked by significant progress in formalizing processes, expanding services, and fostering a deeper culture of inclusion across the school. **The range of programs and initiatives implemented this year demonstrates the department's clear commitment to addressing the diverse needs of our students** — from socio-emotional wellbeing and cognitive development to academic intervention and the promotion of talents.

The department's work has contributed to reinforcing a shared understanding among staff of the importance of proactive, structured, and data-informed practices to support students of determination, those with specific educational needs, and those with advanced abilities. **The positive engagement of students, staff, and families has been a key factor in the success of this year's initiatives.**

However, this journey also highlighted areas where further refinement is needed, particularly in ensuring consistency, sustainability, and greater integration within the school's broader structures. The reflections and evaluations conducted this year reaffirm that inclusion is not a static goal but an ongoing process of adaptation, collaboration, and growth.

Looking ahead, the school is well-positioned to build on these foundations with clarity and purpose. The collective efforts of the Inclusion & Guidance Department, in close coordination with the broader school community, will continue to drive forward a vision where every student feels valued, supported, and empowered to achieve their fullest potential.



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

TEACHING TEAMS AND DEPARTMENTS END OF THE YEAR REPORT

SCHOOL GUIDANCE
AND INCLUSION DEPARTMENT

ACADEMIC YEAR: 2024-2025



1) TEACHING-LEARNING PROCESS

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Preparation of material for students with additional needs. - Establish termly objectives for each DLP. - Creation of the OPEN CLASSROOM. - Classroom Diaries with Individual Assistants. - METHODOLOGICAL ADAPTATIONS. - Give roles and responsibilities to the student. - Interactive activities. - Carrying out dynamic activities. - The school's support when requesting teaching materials. - Availability of 2 classrooms for the exclusive use of the Department for group and individual sessions. - Creating routines and reward systems. - Classroom observation and communication with tutors once the adapted materials have been created, as it is possible to observe whether the material helps and supports the student in their learning process.	- Creating Lesson Plans. - Implementation of adaptations to specific areas. - Coordination with the Intervention Team. - Conduct specific workshops on important and in-depth topics because they cannot be explored to the level of reflection and assimilation. - Emotional Education Sessions in Primary and Secondary Schools when carried out in an isolated and discontinuous manner.	- Improve ongoing communication with tutors to improve communication (emails or biweekly meetings). - Create DLPs in coordination with tutors to improve engagement. - Include the signature of the tutors and specialists in the DLPs. - To raise awareness of the responsibility of tutors and specialists in caring for students with DLP. - Cross-cutting work and from the PAT of Emotional Education. - Structure of classes based on the LEARNING OBJECTIVE (Introduction/Development/Evaluation).



2) ASSESSMENT

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Objectives established from the beginning of the course in DLPs, programs, and projects are essential for the evaluation of interventions. - The continuous evaluation allows modification of the objectives of the DLPs based on the student's progress term by term. - Classroom observations to assess the effectiveness of methodological adaptations. - Communication with tutors to gather students' needs and assess progress. - Holding team meetings to closely monitor progress. - Student evaluation by the teaching team based on adaptations and the completion of the official report on a termly basis. - Analysis of the "Next Steps" on a termly basis. - Stage Transition Assessments for groups 3 in Preschool and 6 in Primary.	- More in-depth Initial Assessments. - Evaluations with the tool Outcome Star. - Creating graphs for data analysis. - Systematic record of tasks performed.	- Conducting an in-depth assessment tailored to the needs identified during the observation period at the beginning of the course. - Use a social-emotional assessment tool. - Establish a system of creation of graphs for data analysis on 25/26. - Creation of a system for the systematic recording of tasks performed. - Improve coordination among tutors, specialists, and teachers in the Inclusion & Inclusion & Guidance team Department when assessing whether the Individualized Education Plan (IEP) objectives have been met. - It is important to discuss the next steps to follow after the assessment to ensure that it meets the student's needs. - Conduct drills of the Stage Transition exercises for groups 3 of Preschool and 6 of Primary.



3) CURRICULAR COMPLIANCE

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Initial Assessments for the analysis of the starting point at the Curricular level. - Support from the Intervention Team to students as Specific Attention measures (Tier 2). - Take into account the academic objectives of the Exit Profile of students who have a curricular gap. - Creation of Curricular and Methodological Adaptations. - Creation of the Advanced Program or ALPs for students with high academic performance. - Support within the classroom during the preschool stage, although in certain cases, some support outside the classroom is necessary depending on the needs of the students. - Individual support outside the reference classroom for students with the greatest curricular gap. - Gathering evidence through photography and documents in individual sessions. - Support for the Teaching Team in the creation of adapted material. - Final report for students served by Social Workers. - Coordination with Individual Assistants.	- Monitoring of Curricular and Methodological Adaptations in certain subjects. - The use of adapted material in certain subjects.	- Coordination through scheduled weekly meetings with tutors and joint agreement and preparation of goals for the student's IEP. - OPEN CLASSROOM: Creation of small or flexible groups to support ACNEAE students, ensuring that this support is provided during the early hours of the day and in subjects in which these students have a curricular gap. - Follow-up meetings are held every term with all specialists involved in the learning of students with IEPs or support plans. - Possible creation of an online document so that if at any time we are unable to meet or communicate with the tutor, the department specialist can be informed of any changes in the content they will be teaching, and we will be aware of them so we can prepare the materials in advance so the student can use them. - Create terms goals (up to 3) for social-emotional programs. - Create customized goals for individual short interventions.



4) COEXISTENCE AND SCHOOL CLIMATE

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Welcome and farewell assembly sessions to create a space for communication, establish routines, follow rules, and address conflicts. - The Welcome Plan. - SSAD Casas Project. - The Clubs during break time. - Socio-emotional growth program. - Mediation between students with an adult in the room. - Individual emotional support sessions with students - Interventions in cases of conflict and behavior with students. - Coordination with the nurse and tutors. - Individual meetings between the head of the Inclusion & Inclusion & Guidance team Department and each member of the department. - Assign a person in charge of the breaks. - 2 Social Workers/Welfare Officers. - The "Behavior Form" registry. - Include the basic rules in a common way in all classrooms, visually and in the same layout. - Family involvement.	- Lack of teacher involvement in monitoring and resolving conflicts; in some situations, insufficient response has been perceived, creating a conflict-prone environment and demonstrating a lack of timely action by the school. - Reflection Classroom. - Service learning (community services). - Systematic compliance with the code of conduct. - Families' awareness of the code of conduct and the parties' protocol. - Effectiveness and coordination of the Behavior Committee. - Referral of behavioral intervention cases to the social worker. - Responsibility of the Parties/Warning Letters. - Coordination from the Head of Studies in conflict management. - Managing standards in the dining room on days supervised by specialists. - Proper use of the bathrooms.	- Review of the Code of Conduct and Protocol from the Directorate and Head of Studies. - Raising awareness among the Teaching Team of the Code of Conduct and Protocol during Induction Week. - Term follow-up sessions to ensure compliance by the entire team with the Code of Conduct and Protocol. - Creation of a standardized bathroom control system. - Set aside a day for reflection and community service from the Inclusion & Inclusion & Guidance team Department. - Propose days/times when students (especially female students) from higher grades help KG (improving coexistence, respect, responsibility). - Assign a dining room manager.



5) ATTENTION TO DIVERSITY

5.1. Students with additional needs

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Open Classroom. - Future Stars Project. - Parenting workshops. - Workshops for teachers. - Notification protocol to the Inclusion Department. - Detecting signs of students with needs. - Intervention with NEAE students. - Implementation of DLPs and curricular and methodological adaptations. - Collaboration with agents external to the school. - Coordination with Individual Assistants. - Use of the Inclusion & Inclusion & Guidance team Department classrooms. - Meetings and ongoing communication with families to continue improving student progress. - Use of electronic devices for carrying out activities in an interactive and playful manner.	- Monitoring the schedule of Social Workers to perform tasks in other areas. - Difficulty in teachers implementing significant curricular adaptations effectively. - The development of individual sessions with some students has been affected by substitutions by the Kindergarten teacher Inclusion & Inclusion & Guidance team Department. - Involvement of families to prevent frequent student absences.	- Create a record for each student served by the Inclusion & Inclusion & Guidance team Department that is shared with families. - Create a Log to keep track of meetings with faculty. - Start of the Future Stars Program in October. - Open Classroom starts in the morning and trade from October. - Create an Onboarding Plan for Shadow Teachers: absences, confidentiality, workshops... - Establish the Tutorial Action Plan from October. - Improve communication between tutors, individual assistants, and specialists to coordinate support for student learning. - Create an exclusive sensory classroom area for students with this need. - Creation of a specific schedule so that students with special needs receive as much attention as possible from specialists. - Clarify from the outset who is responsible for each student to ensure efficient use of human resources.



5) ATTENTION TO DIVERSITY

5.2. Protection and Well-being

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Emotional Education in Kindergarten (they have been able to name their emotions, have a space to express themselves and understand values through stories and tales). - Individual Assistants' Classroom Diary. - Effective response to situations that required immediate attention due to the behavior of a member of the inclusion & Inclusion & Guidance team team. - Collaboration between the inclusion & Inclusion & Guidance team team (PTs and Social Workers). - The Clubs during the patios. - Organization of indoor playgrounds for preschool and primary school with the assignment of a person in charge. - Topics in parent workshops. - Safeguarding Workshop for center staff. - Detecting signs of students at risk. - Intervention with students with socio-emotional needs. - Improving the Protocol and Procedure for the Protection and Well-being of Students. - Organization of the Fair Against Bullying. - Meetings with families. - The "Safeguarding form" registration. - Camera viewing. - Collaboration with external agents to the school (ECA, Child Protection, ADEK...) - E-safety: Protection system for school devices.	- Monitoring the Social Worker's schedule for sporadic interventions (especially behavioral). - Session logs and case diaries for wellness. - Transmission of worrying facts, behaviors, situations, and conversations about certain students by the teaching staff to the social worker. - Tracking using a confidential platform. - Observations in the children's playgrounds. - Control of the entry of non-school personnel during school hours.	- Include the Educational Counselor in the "Child Protection Team". - Create and implement an initial socio-emotional assessment for elementary school students. - Align the objectives of the Socio-Emotional Growth Program, the Values Program, the Eco-School, and the Inclusion Department workshops (in progress). - Systematize the Bullying prevention program within the Tutorial Action Plan. - Organize the control of the entry of personnel from outside the center during school hours. - Establish a space and time established for communication between teachers/specialists and social workers.



5) ATTENTION TO DIVERSITY

5.3. General

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- ANDThe teamwork of the members of the Inclusion & Inclusion & Guidance team Department. - The attitude and involvement of the members of the inclusion & Inclusion & Guidance team team. - The coordination and work of the PTs in the open classroom. - The distribution of tasks and responsibilities. - Coordination with the secretary and admissions. - Coordination with the nurse. - Participation in Networking Events. - Reward students for their attendance at the 4 Houses Program. - That students perceive the Inclusion & Inclusion & Guidance team Department as a place of help and support, not as something negative. - Compliance with the delivery of tasks on the indicated dates. - Records in ESIS of the progress of students with needs.	- Low attendance of families at workshops. - The number of tasks that needed to be performed in the same time periods. - Continuity in the use of the Notification protocol for the intervention of the Inclusion Department. - Respecting team meeting times (we have often received meeting invitations at times when we already had meetings or sessions with students scheduled). - Determine some of the department's specific responsibilities with the coordination of the Head of Studies. - Use of the In School Service.	- Make schedules for the Social Worker. - Strengthen coordination with external agents officially registered with ADEK. - Creation of the Tutorial Action Plan and the POAP (in process). - Coordination with tutors for the necessary support in the students' open classroom.



6) SCHOOL PROCESSES AND ROUTINES

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- 4 Houses Program. - Monitoring of assistance and communication to families by the Social Worker. - Tutors present during lunch time. - Establish schedules so that students with special needs have a quiet space to do activities. - Organization for the entry and exit of students using the bus.	- Making the most of assembly and tutoring sessions. - Tutor control of cases of late arrivals and absenteeism. - Control of the people authorized to pick up students. - Monitoring prayer time and escorting students to the bathroom and back to the cafeteria after prayer. Students assigned to supervise the prayer. - Family involvement in healthy eating. - Transitions between classes. Students were not always supervised when moving from one class to another. - Heuse of the uniform.	- Assign a person responsible for controlling entry for late-arriving students. - Review of passes and rules of use. - Establish stricter measures for enforcing entry times (closing doors, waiting until the next session, etc.) and monitoring healthy eating. - Stricter measures for the use of uniforms. - Tutors responsible for attendance percentages and the social worker responsible for comparisons, control, and monitoring. - Create a Prayer Protocol (include the presence of a male figure during "ablution" with the boys.



7) COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Inclusion of students with additional needs in ISM field trips and extracurricular activities. - "Our Talent in Action" board. - Recommendations for initiatives for high-achieving students during non-school hours.		- Adaptation and elimination of barriers to some activities to allow access and participation for students with disabilities. - Use extracurricular events and activities as positive reinforcement. Explain to students that if their behavior is inappropriate, they will not be able to participate in certain activities or field trips.

8) RELATIONSHIP AND COMMUNICATION WITH FAMILIES

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Meetings with certain families of students with additional needs. - Involvement of certain families of students with additional needs. - termly information and follow-up emails regarding IEPs from the department. - Constant communication with families both via email and in person.	- Attendance at workshops. - Responsibility of certain families in the management of Individual Assistants.	- Alternatives to workshops: discussion groups, debates... - Improve communication with families through a journal and record of the sessions we conduct, ensuring that families are informed about what is being worked on with their student, and coordinating with potentiCycle 2 SEN Teacher s who may work with the student outside of school. - Use Google Forms to find out who will be attending workshops or parent activities.



9) TEACHING COORDINATION

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Constant communication with tutors, coordinating to request the necessary materials and scheduling meetings when necessary to address important aspects of student follow-up. - Establish weekly meetings with teachers and seek alternatives to support their students both inside and outside the classroom.	- Involvement of certain teachers in controlling and managing conflicts between students.	- Greater communication between tutors, specialists, and the Inclusion & Inclusion & Guidance team Department. - Maintain the minutes of the Kindergarten, Primary, and Secondary Coordination Meetings to facilitate the Inclusion & Inclusion & Guidance team Department's attendance at certain meetings of interest.

10) MANAGEMENT AND OPERATION OF THE CENTER

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Professional Development for the Teaching Team. - High Abilities Workshop for the Inclusion & Guidance team Team. - Human Resources initiatives to carry out team building activities. - Transparent communication from the school's management team about the situation the school is facing raises awareness and requires individual involvement with the goal of team building and establishing common goals. - Professional Development for the Teaching Team. - High Abilities Workshop for the Inclusion & Guidance team Team.	- Registers en ADDITIONAL - Attendance registration on multiple platforms. - Use of a platform that collects all student data and official documentation.	- A platform where all student data and official documentation are collected. - Professional Development for the Inclusion & Inclusion & Guidance team Department. - Clear distribution of tasks for social workers.



INCLUSION DEPARTMENT IMPROVEMENT PLAN

The following is presented as an Operational **Proposal to Improve the Inclusion Department**, which summarizes by strategic areas the **Key actions, the responsible parties involved, and the implementation deadlines planned for the 2025–2026 academic year**.

This plan has as its main objective to continue **the work developed during the previous year**, reinforce those aspects that have shown good results, and address in a structured manner the areas for improvement detected.

The proposal seeks to consolidate **more effective, coordinated and inclusive educational care**, aligned with the values and commitment of the Inclusion & Guidance team of **The Spanish School of Abu Dhabi**, and ensure the well-being and comprehensive development of all students.

1. Teaching-Learning Processes

Point to Improve	Responsible	Timing
Strengthen ongoing coordination with tutors through biweekly meetings or regular emails.	Inclusion & Guidance team Department	From September 2025
Develop DLPs collaboratively with tutors and specialists, including signatures.	Inclusion & Guidance team + Tutors	September – October 2025
Incorporate class structure based on clear learning objectives.	Teachers + Coordinators	Throughout the course
Strengthen the transversal work of Emotional Education from the PAT.	Coordinators + Inclusion & Guidance team	From September 2025

2. Evaluation

Point to Improve	Responsible	Timing
Design more tailored initial assessments based on observation.	Inclusion & Guidance team + Teachers	September – October 2025
Implement socio-emotional assessment tools.	Inclusion & Guidance team	First term 25/26
Create a graphical data analysis system.	Inclusion & Guidance team + Academic Coordination	During the course
Establish protocols to evaluate compliance with IEPs.	Inclusion & Guidance team + Specialists	Start of course
Conduct traffic assessment drills.	Inclusion & Guidance team	Second trimester



3. Curriculum Compliance

Point to Improve	Responsible	Timing
termly meetings with specialists involved with students with IEPs.	Coordinators + Inclusion & Guidance team	termly
Establish termly goals for programs and interventions.	Inclusion & Guidance team + Teachers	Beginning of each term
Design a shared document for tailored content and materials.	Tutors + Specialists	From September 2025
Develop flexible groups and schedules for Open Classroom.	Academic coordination	From October 2025

4. Coexistence and School Climate

Point to Improve	Responsible	Timing
Review of the Code of Conduct and its protocol.	Head of Studies	Start of course
Ensure teacher training on the Code.	Head of Studies	Induction Week
Create common visual standards in all classrooms.	Tutors + Coordinators	During the first trimester
Implement Reflection Classroom and peer tutoring.	Inclusion & Guidance team Department	From October 2025
Assign people responsible for patios, bathrooms, and dining rooms.	Head of Studies	Start of course

5. Attention to Diversity

Point to Improve	Responsible	Timing
Create individual tracking records.	Inclusion & Guidance team	From September 2025
Set start times for key programs.	Coordinators + Inclusion & Guidance team	From October 2025
Design an onboarding plan for individual attendees.	Inclusion & Guidance team + HR	First trimester
Improve communication between tutors, assistants and specialists.	Inclusion & Guidance team + Tutors	Throughout the course
Create permanent sensory space.	Direction + Inclusion	Second trimester
Clarify the assignment of specialists from the beginning.	Coordinators	September 2025



6. Protection and Well-being

Point to Improve	Responsible	Timing
Include the educational counselor in the child protection team.	Management + Child Protection Team	September 2025
Establish initial socio-emotional assessment for Primary School.	Inclusion & Guidance team Department	First trimester
Align programs (Socio-emotional Growth, Values, etc.).	Inclusion & Guidance team + Coordination	Throughout the course
Systematize the bullying prevention program in the PAT.	Inclusion & Guidance team + Coordinators	Start of course
Establish fixed coordination spaces with social workers.	Inclusion & Guidance team + Well-being	From September 2025

7. Complementary and Extracurricular Activities

Point to Improve	Responsible	Timing
Ensure accessibility of activities for students with additional needs.	Inclusion + Coordinators	Throughout the course
Activities: positive reinforcement of behavior.	Tutors + Coordinators	Throughout the course

8. Relationship and Communication with Families

Point to Improve	Responsible	Timing
Use Google Forms to organize workshops and plan attendance.	Inclusion & Guidance team	Prior to each workshop
Propose alternatives such as discussion groups or coffees with families.	Inclusion & Guidance team + Coordinators	During the course
Keep a shared session diary with families.	Inclusion & Guidance team + Specialists	Throughout the course

9. Teaching Coordination

Point to Improve	Responsible	Timing
Improve communication through minutes of coordination meetings.	Inclusion & Guidance team + Coordinators	From September 2025
Establish weekly meetings to plan support.	Tutors + Inclusion & Guidance team	Throughout the course



10. Management and Operations

Point to Improve	Responsible	Timing
Strengthen specific training for the Inclusion Department.	Management + HR	Throughout the course
Create a single platform for official records and documentation.	Management + IT	First semester
Define and distribute tasks for social workers.	Management + HR	Start of course
Consolidate coordination with external agents recognized by ADEK.	Direction + Inclusion & Guidance team	During the course



Below is a detailed account of the work carried out by the Inclusion & Guidance team Department throughout the 2024-2025 school year:

Inclusion & Inclusion & Guidance team Department INFANTILE, PRIMARY and SECONDARY		
ACTIVITY	DESCRIPTION	SESSIONS
DIRECT ATTENTION TO STUDENTS	Individual attention (IEPs with diagnosis)	Kindergarten SEN Teacher: 600 sessions Cycle 1 SEN Teacher: 568 sessions. Cycle 2 SEN Teacher: 580 sessions. TOTAL> 1748 SESSIONS
	Individual care (DLPs without diagnosis)	Kindergarten SEN Teacher: 42 sessions. Cycle 1 SEN Teacher: 85 sessions. Cycle 2 SEN Teacher: 145 sessions. TOTAL> 272 SESSIONS
	Individual attention Socio-emotional well-being	Kindergarten SEN Teacher: 15 sessions. Social Worker 1: 43 sessions. Social Worker 2: 66 sessions. TOTAL> 214 SESSIONS
	Emotional Education Program	Kindergarten SEN Teacher: 204 sessions Social Worker 1: 36 sessions. Social Worker 2: 27 sessions. TOTAL> 267 SESSIONS
	Socio-Emotional Growth Program	35 group sessions
	Language Stimulation Program	198 group sessions
	Attention and Memory Program	Kindergarten SEN Teacher: 11 sessions. Cycle 1 SEN Teacher: 11 sessions. TOTAL> 22 SESSIONS
	Literacy program	11 group sessions
	Fine motor skills program	22 group sessions
	Future Stars Program	Kinder Group: 6 Primary Group 1: 5 Primary Group 2: 8 TOTAL> 19 SESSIONS
	Open Classroom	176 group sessions
	Supervision in courtyards and clubs	Kindergarten SEN Teacher: 144 sessions Cycle 1 SEN Teacher: 62 sessions. Cycle 2 SEN Teacher: 132 sessions. Social Worker 1: 22 sessions. Social Worker 2: 48 sessions. TOTAL> 408 SESSIONS
	Stage Transit	KG 2: 11 group sessions. 6th Grade: 4 group sessions. Activity with KG 2: 11 group sessions. Workshop with 6th graders: 2 sessions. TOTAL> 28 SESSIONS
	Medications	Social Worker 1: 2 sessions. Social Worker 2: 3 sessions. TOTAL> 5 SESSIONS



	Classroom observations	Social Worker 1: 10 sessions. Social Worker 2: 15 sessions. TOTAL> 25 SESSIONS
	Group interventions	Social Worker 1: 6 sessions. Social Worker 2: 15 sessions. TOTAL> 21 SESSIONS
ATTENTION TO FAMILIES	Welcome to the new school year families	2 sessions
	Meetings for the development of DLPs	42 sessions
	Meetings for monitoring DLPs	93 sessions
	Meetings on behavioral issues.	76 sessions
	Meetings for advice	65 sessions
	Meetings with families and guardians	54 sessions
	Meetings for the management of individual attendees	13 sessions
	Workshops with families	4 sessions by the Inclusion & Guidance team 3 sessions by external agents TOTAL: 7 sessions
	Communications for attendance control	Truancy Letters - First term: 53 - Second term: 25 - Third term: 37 TOTAL: 115 Late Arrival Letters - First term: 51 - Second term: 26 - Third term: 66 TOTAL: 143
	Frequent communications with families	The primary means of communication with families is through the institutional email, through which reports, follow-up requests, appointments, and any relevant information about the student are shared. In cases where no response is received through this means, WhatsApp is used as an alternative channel to facilitate direct contact. Finally, when necessary or when no response is obtained through the above means, telephone calls are made to ensure effective communication with the family.



DIRECT ATTENTION TO THE TEACHING STAFF	Meetings to showcase the students with additional needs of the course	1 session for each tutor and specialist individually.
	Individual meetings to guide the development and monitoring of DLPs	122 sessions
	Individual meetings for support and Inclusion & Guidance team of students with behavioral difficulties	62 sessions
	Meetings for the coordination of the Stage Transit	· 1 session with tutors from KG 2 For the process of Transition to Primary School. · 1 session with a 6th grade tutor for the process of Transition to Secondary School. · 1 session with 1st grade tutors to report on the process. · 1 session with a 1st year ESO tutor to report on the process. TOTAL: 4 sessions
	Workshops	10 group sessions
	Frequent communications with the team	The primary means of communication with the team is through institutional email, which actively communicates processes and provides support to students. Materials and reports are also shared.
ASSISTANCE TO INDIVIDUAL ATTENDEES	Welcome and initial support	7 sessions
	Support meetings	21 sessions
TEAM COORDINATION	Evaluation faculties	4 sessions
	CCP	21 sessions
	CAD	32 sessions
	CURRICULAR COORDINATION	9 sessions
	Inclusion & Inclusion & Guidance team Department MEETINGS	68 sessions with Social Workers 34 with PT Teacher in Kindergarten 34 with PT Teacher in primary school 34 with Cycle 2 SEN Teacher 20 Inclusion & Guidance team team meetings TOTAL: 190 sessions
	COORDINATION WITH SECRETARIAT AND ADMISSIONS	68 sessions
	COORDINATION WITH NURSING	9 sessions



REFERRAL TO CHILD PROTECTION	Student and Family Referrals	4 cases
	Interventions with the student and/or family	35 sessions
NEAE INDICATIONS PROTOCOLS	Information to families of students for Notification to the Inclusion & Inclusion & Guidance team Department.	Infant: - Learning Difficulties: 3 - High performance: 3 Primary: - Learning Difficulties: 5 - High performance: 3 Secondary: - Learning Difficulties: 1 - High performance: 1 TOTAL: 16
	Information for families of students in 3rd grade of Preschool and Grade 6 based on the results of the Stage Transition.	3 of Infant: - Learning Difficulties: 8 - High performance: 6 6th Grade: - Learning Difficulties: 2 - High performance: 4 TOTAL: 20
ASSESSMENTS	Initial Assessments	20 Assessments
	Referrals to external professionals	5 derivations
	Psychopedagogical Evaluations	21 Preliminaries 11 Definitive
	Transition from EI to EP	50 Assessments
	Transition Assessments from EP to ES	15 Assessments
	Evaluation of IN description	102 Assessments
PREPARATION OF INFORMATION	DLPs	IEPs: 22 reports ILPs: 6 reports IBPs: 22 reports ALPs: 9 reports TOTAL: 59 reports
	Stage Transit Reports	3rd Infant: 50 reports 6th Grade: 15 reports TOTAL: 56 reports
	Attendance reports	ISP Absenteeism: 8 reports



	DLP monitoring reports	- First term: 28 reports - Second term: 39 reports - Third term: 59 reports TOTAL: 126 reports
	Reports and registration	86 reports
COLLABORATION WITH EXTERNAL PROFESSIONALS	Meetings with external educational agents	9 meetings
	Communications via email	The primary means of communication with external agents is institutional email, through which active communication is maintained to coordinate student support strategies.
COLLABORATION WITH ORGANIZATIONS	Attendance at events and seminars	Head of Inclusion: 2 events. PT teacher in Kindergarten: 1 event. PT teacher in primary school: 1 event. Cycle 2 SEN Teacher: 2 events. Social Worker 1: 3 events. Social Worker 2: 3 events.
	Meetings with specialized centers	Educational Counselor: 3 collaborations.
PREPARATION OF DOCUMENTATION	Creation and review of center policies and protocols	Inclusion Policy In-School Specialist Services Policy Safeguarding Policy Behavior Management Policy Dining Room and Patio Protocol Protocol for AACC Code of Conduct Student Protection Policy Student Mental Health policy Wellbeing Policy Wellbeing Strategy Internal Suspension Protocol Protocol for the use of electronic devices
	Conducting the Stage Assessment Analysis	KG 2 Report 6th Grade Report
	Final Course Report of the Inclusion & Inclusion & Guidance team Department	Report on Programs, Projects and Workshops Final Closing Report General Stage Transit Report.



The following details the **EDUCATIONAL ATTENTION DIFFERENT FROM THE ORDINARY** carried out by the Inclusion Department throughout the 2024-2025 school year:

STUDENTS with diagnosis		1 term	2 term	3 term
Students with Special Educational Needs (ACNEE)	Physical disability	0	0	0
	Mental disability	4	4	5
	Sensory disability	1	1	1
	Severe behavioral, communication, and language disorders	5	5	5
Students with developmental delay	Cognitive area	0	0	1
	Social area	1	3	3
Students with language and communication development disorders	Language acquisition and use (phonology, fluency or communication)	3	5	1
Students with attention or learning disorders	ADHD Disorder	5	5	5
	Learning disorder	0	0	0
Students with serious ignorance of the language being taught	<i>* Special school context</i>	-	-	-
Students in situations of socio-educational vulnerability	Students at risk of social and family problems receiving support from the social worker	1	1	1
Students with high intellectual abilities or talents	High academic performance and motivation	0	0	9
Students who joined the education system late, due to personal circumstances or school history	Specific attention due to curricular gaps	0	0	0
	Students who have passed the adaptation period and have not managed to integrate into the group	0	0	0
TOTAL		20	24	33

STUDENTS in CAD Notification Protocol		1 term	2 term	3 term
Students with protocol initiated and in communication with the family		4	2	0
Students undergoing Psychopedagogical Evaluation		3	11	2
TOTAL		7	13	2



CURRICULAR ADAPTATIONS	1 term	2 term	3 term
Non-significant curricular adaptations (ACI)	12	14	15
Significant Curricular Adaptations (ACIs)	5	5	5
TOTAL	17	19	20

STUDENTS attending Specific Programs ^o	1 term	2 term	3 term
Language Stimulation Program	4	5	5
Fine Psychomotor Skills Program	5	0	0
Attention and Memory Program	6	0	0
Socio-Emotional Growth Program	7	7	7
Future Stars Program	0	0	0
Open Classroom Program	0	4	4
TOTAL	22	16	16

Interventions with the Social Worker	1 term	2 term	3 term
Cases with specific interventions	7	4	14
Cases with specific interventions (Action Plan)	6	9	12
TOTAL	13	11	26

WITHDRAWALS	1 term	2 term	3 term
TOTAL	0	4	0



FINAL MEMORY

PROGRAMS, PROJECTS AND WORKSHOPS OF THE INCLUSION & GUIDANCE DEPARTMENT

2024/ 2025

We are pleased to present the Department of Inclusion & Guidance Final Report for the 2024/2025, highlighting the programs, projects and workshops that have enriched the educational environment with an inclusive approach.

This document reflects our ongoing commitment to fostering an environment where every student can develop their full potential, strengthening diversity and the active participation of all members of our educational community.

- ❖ PROGRAM: A program encompasses a set of related projects managed in a coordinated manner to achieve benefits and control that would not be achieved by managing them individually. They are typically long-term and can operate continuously or for extended periods.
- ❖ PROJECT: A project is temporary and specific, with a defined scope to create a unique result. They have a limited duration with a clearly defined start and end.
- ❖ WORKSHOP: The workshops have provided meaningful learning opportunities for all students, faculty, and families, reflecting our commitment to inclusion and the comprehensive development of the educational community.

INTERVENTION PROGRAM

SOCIO-EMOTIONAL GROWTH PROGRAM

FINE PSYCHOMOTRICITY PROGRAM

ATTENTION AND MEMORY PROGRAM

LANGUAGE STIMULATION PROGRAM

EMOTIONAL EDUCATION PROGRAM (Kindergarten)

EMOTIONAL EDUCATION PROGRAM (Primary and Secondary)

PROJECT: OPEN CLASSROOM (AULA ABIERTA)

PROJECT: SCHOOL BULLYING PREVENTION

PROJECT: FUTURE STARS (KINDERGARTEN)

PROJECT: FUTURE STARS (PRIMARY 1)

PROJECT: FUTURE STARS (PRIMARY 2)

PROJECT: THE HOUSES AT THE SPANISH SCHOOL OF ABU DHABI

WORKSHOPS



INTERVENTION PROGRAM

RESPONSIBLE STAFF

Vice Principal, Department Heads, Social Workers, Interventionist.

TIMELINE

Start: September 2024

Finish: June 2025

ESTABLISHED OBJECTIVES

- Establish a common understanding among teachers and administrators regarding data-driven instruction and multi-tiered systems of support (MTSS).
- Strengthen Tier 1 instruction through data-driven decision-making.
- Identify students who require Tier 2 support using a variety of referral sources: universal screening data, teacher referrals, and family referrals.
- Implement Tier 2 interventions and monitor progress.
- Begin implementing Level 3 interventions.
- Begin the process of documenting student progress.
- Develop roles and procedures of the intervention team.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

Reading and Writing (Literacy)

- **62 %** of students achieved growth in **Reading in English** (from winter to spring).
- **69 %** of students achieved growth in **English language** (from winter to spring).
- **57 %** of students achieved growth in **Reading in Spanish** (from winter to spring).
- **41 %** of the students are found in **line with or above international standards in Reading** (up 36% in winter).
- **51 %** of the students are found in **line with or above international standards in Language** (increases by 45% in winter).
- **42 %** of the students are found in **line with or above international standards in Spanish Reading** (up from 37% in winter).

Mathematics

- **52 %** of the students are found in **line with or above national standards in the test NWEA MAP**, in front of the **46 %** in winter.

Tier 2 Intervention/ Specific Care Measures

- **46 students** were identified to receive **Tier 2 interventions** in the second quarter. He **81 %** of Level 2 students reached the expected **growth in** the intervention areas evaluated by the NWEA MAP test.
- The average frequency of interventions was **3 times a week for 25 minutes**.

Tier 3 Intervention/ Extraordinary Care Measures

- **4 students** were transferred to the **Tier 3 support**.
- They are still developing formal **protocols for Level 3** and its integration **with the guidance team**.



EVALUATION AND REFLECTION ON THE RESULTS

Achievements

- A consolidated multidisciplinary **intervention team** in operation.
- **Trained the new staff** in the model of **Response to Intervention (RTI) / Multi-Level Support System (MTSS)**, including the use of screening and data analysis tools to identify students with needs.
- Teachers/interventionists were trained in the use of evidence-based **intervention show Amplify and IXL**.
- He was trained in the use of **DIBELS** for the progress **tracking**.
- It was possible to generate consensus **around the use of data**, despite some initial resistance.
- A was implemented intervention **meeting system**.
- A was established data **collection system with** a defined protocol.
- A was drafted educational **risk policy**.
- Created systems **for using universal screening** as a method of detecting needs.
- The increase was **Teacher awareness of Tier 1 instructional strategies**.
- Teachers began to use the data in a more **consistent way** (DIBELS, NWEA, etc.).
- The intervention team's progress was shared with families in meetings and emails, as well as with the board of directors and team leaders.
- A was drawn up as an intervention **schedule for Tier 2** in all courses from 1st to 5th.
- Created literacy **material folders**.
- Designed consent **forms, attendance sheets and follow-up for RTI**.
- The team was supported in creating a referral **system for students with high abilities**, with the participation of teachers, families and NWEA MAP results.
- Implemented **Tier 1 initiatives at the school level**.
- They were formed by three **interventionists** in the use of DIBELS for progress tracking.
- They carried out specific **interventions in Arabic**, with progress tracking.

Straight

- It is necessary to include **intervention time in the school schedule**.
- Assigned **specific intervention teachers**, in addition to coaches.
- Clarity **between the roles of academic reinforcement and intervention by** all leaders.
- Starting the course with a team **that has a solid foundation in RTI** will allow the establishment of a broader and more effective support system.

PROPOSALS FOR IMPROVEMENT

- a. Establish a focus more **structured for schedule planning**, clearly differentiating between reinforcement **classes and RTI (Response to Intervention)**.
- b. Incorporate one **official Level 1 referral form**, which will be used in conjunction with the results of universal screening and the SEND referral form.
- c. Implement **Monthly updates from the RTI team during** general staff meetings.
- d. Create a **RTI digital tracking system through a shared spreadsheet**.
- e. Develop More **structured interventions at Level 3**, with integrated support from the teaching staff of the Inclusion Department.



SOCIAL EMOTIONAL GROWTH PROGRAM

RESPONSIBLE STAFF	Santiago Camazón- Speech Therapist Alba Godall- Social Worker
TIMELINE	Start: October 2024 Finish: July 2025

ESTABLISHED OBJECTIVES

TERM 1:

- Promote the recognition and expression of basic emotions in students.
- Promote collaborative work through group projects that allow for the identification and resolution of common needs.
- Introduce playful methodologies that facilitate emotional exploration and meaningful learning.
- Set personal goals so that each student, according to their own needs, learns to identify and control their emotions.

TERM 2:

- Develop collaboration, communication, and negotiation skills to plan and prepare fun lessons.
- Encourage autonomy and responsibility in teamwork for the organization of educational activities.
- Enhance students' ability to reach consensus and resolve conflicts during the group process.
- Support each student in achieving their personal goals related to self-control and emotional self-regulation.

TERM 3:

- Consolidate socio-emotional skills such as empathy, respect, and self-assessment through peer teaching.
- Promote a positive and collaborative environment during class presentations and group activities.
- Apply socio-emotional strategies to strengthen coexistence and well-being in the classroom.
- Evaluate each student's individual progress toward their self-control and self-regulation goals, encouraging personal reflection and adjustment.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

TERM 1:

Workshops and activities based on emotional recognition and expression were implemented, using games, theater, and art to facilitate emotional exploration. Group projects were developed where students identified common needs and worked collaboratively to address them.

TERM 2:

The students began preparing fun lessons to teach different topics to their classmates. To do so, they had to organize, collaborate, and reach consensus within their groups on the activities and resources to be used. During this process, negotiation and conflict resolution skills were fostered.



TERM 3:

The dynamics of preparing and presenting lessons were explored in depth, consolidating socioemotional skills such as empathy, respect, and self-assessment. Students applied strategies to maintain a positive teaching environment and strengthened group collaboration.

Overall, the social-emotional growth program showed a high level of compliance throughout the three trimesters. During the first trimester, the initial emotional recognition and expression activities were successfully implemented. In the second trimester, although some challenges arose during planning and collaboration for lesson preparation, students demonstrated significant commitment to the process. Finally, in the third trimester, social-emotional and collaborative skills were consolidated, reflecting the positive impact and acceptance of the program by students.

EVALUATION AND REFLECTION ON THE RESULTS

The program showed a positive impact on students' socio-emotional development, evidenced by a greater ability to identify and manage their emotions and an improvement in group interaction. Most students showed enthusiasm and commitment to the projects, which strengthened their autonomy and social skills. Some difficulties arose in the second quarter related to individual planning, highlighting the need for more teacher support. Overall, the evaluation reflects that the fun and personalized approach was key to the program's success.

PROPOSALS FOR IMPROVEMENT

- Increase individual support during the planning and execution phase of projects to strengthen autonomy.
- Incorporate more digital tools and educational resources that complement recreational activities.
- Encourage family participation in workshops and activities to strengthen social-emotional learning at home.
- Conduct more detailed periodic evaluations to adjust teaching strategies according to students' needs.



FINE PSYCHOMOTRICITY PROGRAM

RESPONSIBLE STAFF	Diana Rodriguez- Inclusion Teacher
TIMELINE	Start: October 2024 Finish: April 2024

ESTABLISHED OBJECTIVES

TERM 1

LEVEL 1

Body Scheme

- Identify body parts in pictures.
- Vocabulary: most visible parts of the body.
- Free scribbling of the human figure.

Hand-eye coordination

- Grasping large objects.
- Follow rhythms with clapping or movements.
- Throwing soft objects with one hand.

Manual Dexterity

- Explore textures and shapes.
- Large-piece tearing technique.
- Simple trozado technique.

Laterality and Balance

- Walk in a straight line.
- Sequence of lateral movements.
- Clap alternating hands.

Spatial Orientation

- Drawing horizontal and vertical lines.
- Concepts of height.
- Follow simple directions.

LEVEL 2

Body Scheme

- Identify more details of body parts in images.
- Vocabulary: less visible body parts.
- Scribble marking arms and legs.

Hand-eye coordination

- Handle and transport large objects safely.
- Play rhythms with clapping in a group.
- Throw objects of various sizes and weights.

Manual Dexterity

- Strengthen the digital clamp.
- Tearing technique with simple shapes.
- More complex chopping technique.



Laterality and Balance

- Walk in a straight line while maintaining balance.
- Improve movement through space.
- Improve body schema coordination.

Spatial Orientation

- Draw horizontal, vertical and inclined lines with greater control.
- Classify according to height.
- Identify different spatial positions of objects.

TERM 2

LEVEL 1

Body Scheme

- Identify the parts of your own body.
- Vocabulary: basic parts of the face.
- Scribbling with the limits of the human figure.

Hand-eye coordination

- Grasping medium objects.
- Play basic rhythms with simple instruments.
- Throwing objects at short distances with arm and hand.

Manual Dexterity

- Improve grip when picking up small objects.
- Simple wrinkling technique.
- Threading technique for large beads.

Laterality and Balance

- March in a curved line.
- Sequences of simple cross movements.
- Move arms and legs from side to side.

Spatial Orientation

- Drawing curved and zig-zag lines.
- Position concepts.
- Walk toward an object with verbal instructions.

LEVEL 2

Body Scheme

- Identify the most specific parts of your own body.
- Vocabulary: Specific parts of the face.
- Drawing a human figure, highlighting more parts of the body.

Hand-eye coordination

- Improve gripping medium-sized objects with one hand.
- Coordinate rhythmic movements in activities.
- Throw objects at different distances to improve coordination.



Manual Dexterity

- Improve finger strength.
- More complex wrinkling technique.
- Technique of threading beads of different sizes.

Laterality and Balance

- Walking in a curved line, adjusting your posture when turning.
- More complex cross-movement sequences.
- Alternate arm and leg movements while jumping sideways.

Spatial Orientation

- Drawing fluid curved and zigzag lines.
- Describe position.
- Walk on a simple route with orientation instructions.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

Throughout the two trimesters, various sessions tailored to each student's level were held, combining fine motor skills, body image recognition, and sensory exploration through playful and manipulative activities. A variety of materials were used, including flashcards, songs, worksheets, modeling clay, balls, crepe paper, paint, and psychomotor resources. Activities included learning about body parts through songs and visual games, guided drawing exercises, throwing and catching exercises to strengthen coordination, and the creation of numbers with different textures. Motor circuits set to music were also developed to integrate movement with sensory and cognitive learning, working both in groups and individually.

EVALUATION AND REFLECTION ON THE RESULTS

The proposed goals have been generally achieved. These goals are broad and designed to be developed progressively throughout the entire preschool stage. Therefore, priority has been given to respecting each child's individual pace, ensuring they enjoy the process, feel motivated, and can progress naturally in their development.

PROPOSALS FOR IMPROVEMENT

As a suggested improvement, it would be helpful to incorporate more varied materials to enrich fine motor skills work and encourage exploration through open spaces. It is also important to integrate these activities with other learning areas and adapt the proposals to each child's individual needs. Furthermore, it is recommended to involve families in simple activities to do at home and to allow more time in some sessions so that the work can be carried out more calmly.



ATTENTION AND MEMORY PROGRAM

RESPONSIBLE STAFF	Eisa Diaz, Inclusion Teacher Diana Rodriguez, Inclusion Teacher
TIMELINE	Start: October 2024 Finish: December 2024

ESTABLISHED OBJECTIVES

TERM 1

LEVEL 1

Visual and auditory acuity

- Identify simple differences between two objects (color, size, shape).
- Identify familiar sounds.

Attentional skills

- Perform a prolonged activity of 3 minutes.
- Perform a 3-minute distracting activity.
- Perform alternating 3-minute activities.

Memory skills

- Follow one-step instructions.
- Recognize new words.
- Identify and name 2 key events in a story heard.
- Repeat number sequences from 1 to 5.
- Add two small amounts using objects with help.

Body management

- Abdominal relaxation technique.
- Simple stretching exercises (flexibility).
- Body control for 3 minutes.

LEVEL 2

Visual and auditory acuity

- Recognition of complex details.
- Auditory discrimination between sounds.

Attentional skills

- Maintain attention on an activity for 5 minutes.
- Perform distracting activities for 5 minutes.
- Alternate between two activities for 5 minutes.

Memory skills

- Remember 3-4 step instructions.
- Repeat simple number sequences.
- Basic mental calculation (addition and subtraction).

Body management

- Basic muscle relaxation technique.
- Level 1 stretches (basic flexibility).
- Body control for 5 minutes.

Study habits

- Identifying main ideas in a text.
- Reading comprehension aloud.
- Summarize a text orally



ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

LEVEL 1 (Preschool)

Throughout the quarter, a variety of activities aimed at enhancing attention and memory were developed, always in a fun and meaningful way for the children. Resources such as counters, pom-poms, blocks, visual cards, and sensory materials were used, along with sorting and matching games and exercises to work on visual and auditory discrimination. Through stories and various themes, oral expression, comprehension, and the ability to follow directions were encouraged. Basic counting activities, movement games, rhythmic exercises, and relaxation techniques were also integrated, helping to improve concentration and body control.

LEVEL 1 (Primary)

During the first trimester, activities were carried out to develop visual and auditory discrimination through games such as object and sound identification, and exercises for sustained and alternating attention in short periods. Memory was also reinforced with simple instructions, number sequences, and short stories. In the physical area, basic relaxation techniques and exercises to promote body coordination through motor circuits and rhythmic dynamics were practiced.

LEVEL 2 (Primary-Secondary)

In the first trimester, content related to sustained and alternating attention was addressed through longer, structured activities. Cognitive functions such as working memory, planning, and verbal comprehension were reinforced through sequences, complex instructions, and the use of images and short texts. Basic mental arithmetic exercises and reading comprehension activities focused on identifying main ideas and oral summaries were also conducted. In the physical area, relaxation techniques and exercises that promote coordination, postural control, and body awareness were applied.

EVALUATION AND REFLECTION ON THE RESULTS

In general, the goals set in the preschool stage have been progressively achieved, considering that learning at this stage is a continuous process that adapts to each child's pace. Therefore, special importance has been placed on respecting individual learning times and fostering an environment in which children feel motivated and comfortable exploring and learning at their own pace.

The primary level assessment was conducted directly and continuously, observing students' active participation in the various activities proposed. This method of assessment allowed us to adapt the work to the needs of the group and the interests of the students, and to closely accompany them in the learning process. The main assessments were the degree of compliance with the established content in the program, participation, attitude, and performance of specific tasks in each session.

PROPOSALS FOR IMPROVEMENT

To improve the attention and memory program, it would be beneficial to include more varied activities that target different types of attention, as well as exercises that gradually increase in difficulty and duration. It is also important to incorporate active breaks and relaxation techniques to help children stay focused and avoid fatigue. Activities should be adapted to each child's pace, offering personalized support when necessary. It would also be helpful to involve families with simple suggestions for practicing at home and take advantage of technological resources that motivate children.

It would also be very interesting to design and implement specific attention-enhancing activities and techniques that children can learn and use in practice in other subjects. These strategies would help improve their concentration, facilitate task management, and enhance their autonomy during learning.



LANGUAGE STIMULATION PROGRAM

RESPONSIBLE STAFF

Santiago Camazon - Speech Therapist

TIMELINE

Start: October 2024

Finish: July 2025

ESTABLISHED OBJECTIVES

TERM 1

LEVEL 1

AUDITORY SEQUENTIAL MEMORY

- Remember 2 words
- Remember the missing word in a series of 2 elements
- Identify the word that is added to a series of 2 elements

LEXICAL AWARENESS

- Segment sentences into words and count them (2-word sentences)
- Make up sentences with 3 or 4 elements
- Identify rhymes

LEVEL 2

AUDITORY SEQUENTIAL MEMORY

- Improve auditory sequential memory of elements (words) in direct order
- Remember the missing word in a series with respect to a previously given word (series of 2 elements)
- Identify the word added to a given series of 2 elements
- Segment sentences into words and count words in phrases

SYLLABIC AWARENESS

- Count syllables and identify initial syllables in words
- Identify stressed syllables and syllables in initial position
- Discriminate syllables in initial position with simple combinations (/p/ and /b/ – /k/ and /t/)

LEVEL 3

AUDITORY SEQUENTIAL MEMORY

- Listen and repeat in detail basic words, syllables and phonemes
Listen and repeat sequences of objects, nonsense syllables and altered phonemes (basic level)

LEXICAL AWARENESS

- Segment sentences into words and count them
Add two words to form a new one
- Make up sentences with 4 or more elements

SYLLABIC AWARENESS

- Identify syllables in initial position
- Order syllables to form words
- Compare words with common syllables

PHONEMIC AWARENESS

- Compare words with common phonemes
- Discriminate phonemes in initial position
- Introduce phonemes and their articulation
- Associate phonemes with their articulemes



TERM 2

LEVEL 1

AUDITORY SEQUENTIAL MEMORY

- Remember 3 words
- Remember the missing word in a series of 3 elements
- Identify the word that is added to a series of 3 elements

LEXICAL AWARENESS

- Segment sentences into words and count them (sentences of 2 and 3 words or more)
- Add words to a sentence while preserving the full meaning
- Understanding rhyming words

LEVEL 2

AUDITORY SEQUENTIAL MEMORY

- Improve auditory sequential memory of items (series of jumbled digits) in reverse order
- Remember the missing word in a series with respect to a previously given word (series of 3 elements)
- Identify the word added to a given series of 3 elements
- Order words to build sentences and add two words together to form a new one.

SYLLABIC AWARENESS

- Adding and omitting initial syllables in words
- Discriminate syllables in initial position with more complex combinations (/p/ and /t/ – /k/ and /g/)
- Count syllables and identify final syllables in words
- Identify stressed syllables and syllables in final position

LEVEL 3

AUDITORY SEQUENTIAL MEMORY

- Listen and repeat in detail words, syllables and phonemes
- Listen and repeat sequences of objects, nonsense syllables and altered phonemes (intermediate level)

LEXICAL AWARENESS

- Remove a word from a compound word and discover the resulting word
- Order words to build sentences
- Add, omit, or substitute a syllable or phoneme to form a different word

SYLLABIC AWARENESS

- Identify syllables in final position
- Substitute syllables to form new words
- Omitting and adding syllables to form new words

PHONEMIC AWARENESS

- Discriminate phonemes in initial, final and medial position
- Divide words into phonemes and blend sounds to form words
- Identify phonemes in initial position
- Identify phonemes in final position.



TERM 3

LEVEL 1

AUDITORY SEQUENTIAL MEMORY

- Remember 4 words
- Remember the missing word in a series of 4 elements
- Identify the word that is added to a series of 4 elements

LEXICAL AWARENESS

- Segment sentences into words and count them (sentences of 4 or more words)
- Subtract words from a sentence while preserving the full meaning
- Complete simple sentences to make a rhyme between two words

LEVEL 2

AUDITORY SEQUENTIAL MEMORY

- Improve auditory sequential memory of elements (words) in reverse order
- Remember the missing word in a series with respect to a previously given one (general, without specifying the number of elements)
- Identify the word added to a given series of 4 elements
- Classify and compare sentences based on the number of words
- Order syllables to form words

SYLLABIC AWARENESS

- Adding and omitting final syllables in words
- Discriminate between groups of more difficult syllables (p/b/m, ch/l/ñ, f/s/z, d/g/k)

LEVEL 3

AUDITORY SEQUENTIAL MEMORY

- Listen and repeat complex words, syllables, and phonemes in detail.
- Listen and repeat sequences of objects, nonsense syllables and altered phonemes (complex level)

LEXICAL AWARENESS

- Review of all skills: segmenting, adding, subtracting words, ordering and modifying phonemes or syllables

SYLLABIC AWARENESS

- Identify syllables in any position (initial, medial, final)
- Reinforce order, substitution, omission and addition of syllables

PHONEMIC AWARENESS

- Substitute initial phonemes
- Replacing final phonemes
- Substitute initial and final phonemes
- Identify phonemes in initial and final position

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

During the course, the language stimulation program activities were carried out, adapted to the level of each group. Aspects such as auditory memory, syllabic, lexical, and phonemic awareness were worked on through games, songs, repetition, and practical activities.

Most of the children participated with interest and dedication. The level of compliance was good, with significant progress toward the proposed objectives.



EVALUATION AND REFLECTION ON THE RESULTS

Significant changes have been observed in many children's languages: they speak more clearly, construct sentences better, identify sounds, and play with words more easily.

Progress has been evident, especially among those who initially had the most difficulty. Still, some still need support, but overall, the results have been very positive.

PROPOSALS FOR IMPROVEMENT

- Continue supporting children who need it with more personalized activities.
- Involve families more with simple suggestions for home.
- Maintain a playful approach, as it has been key to motivation and progress.
- Continue working on phonological awareness in depth, especially in older groups.

EMOTIONAL EDUCATION PROGRAM (Kindergarten)

RESPONSIBLE STAFF

Diana Rodríguez- Inclusion Teacher

TIMELINE

Start: October 2024

Finish: June 2025

ESTABLISHED OBJECTIVES

FIRST TERM

STAGE 3-4 YEARS

Emotional awareness

- Be aware of emotions, name them, identify them, and enrich your emotional vocabulary.
- Knowing and accepting ourselves and considering ourselves unique and special.
- Use your body to express your emotions and feelings and be aware of what you need at any given moment.

Emotional regulation

- Knowing our desires, the intensity and expression of basic emotions, and being aware of the positive and negative aspects of emotions.
- Control impulses, the feelings of others, and know and regulate one's own emotions.
- Work on impulse control and know and use emotional regulation strategies.

STAGE 5 YEARS

Emotional awareness

- Be aware of emotions, name them, and perceive the emotions of others.
- Knowing ourselves, adapting and understanding others.
- Accept daily emotions and feelings, control them, and express them appropriately.

Emotional regulation

- Analyze the difference between desire and need and understand emotions.
- Work on coping, identifying our emotions and controlling those that harm us.
- Control impulsiveness and identify states and channel them appropriately.



SECOND TERM

STAGE 3-4 YEARS

Emotional autonomy

- Accept and love ourselves, be happy with ourselves, and enjoy activities.
- Feeling part of the group and being able to ask for help and knowing how to defend ourselves.
- Knowing and accepting our capabilities and limitations.

Social skills

- Be aware of the sounds of our body.
- Be aware of and listen to the points of view of others.
- Improve offering help.

STAGE 5 YEARS

Emotional autonomy

- Being aware of positive daily situations and loving ourselves.
- Accepting ourselves and feeling part of the group and knowing the importance of effort.
- Knowing what we like and learning to say "no."

Social skills

- Respect the speaking order.
- Imagine what others feel in specific situations.
- Work on cooperation and enrich social relationships.

THIRD TERM

STAGE 3-4 YEARS

Life skills and well-being

- Begin to make small reflections and distinguish between good and evil.
- Perceive the emotion that comes from a job well done and work on order.
- Try different foods and be aware of the benefits of healthy eating.

STAGE 5 YEARS

Life skills and well-being

- Have confidence in our abilities and work on motivation.
- Learning to trust ourselves and work through frustration.
- Identify the healthy aspects of healthy eating, rest, and exercise.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

Throughout the course, in the subject of emotional education in early childhood, various activities focused on the identification and recognition of emotions, as well as on body awareness about how they are experienced and regulated in different situations. During the first and second trimesters, various tools and resources were used, including stories, to facilitate the development of essential values such as respect, friendship, and teamwork, connecting them with everyday situations so that the children could understand and apply these concepts in their daily lives. Fundamental topics for their well-being, such as healthy eating and personal hygiene, were also covered during the third trimester, reinforcing the care of personal well-being and emphasizing the importance of maintaining healthy habits and good self-care from an emotional perspective.



EVALUATION AND REFLECTION ON THE RESULTS

Overall, the course has worked very well in early childhood education, as each session provided the children with a space to express themselves, share how they feel, or talk about what had happened to them, something they sometimes don't have during their regular school hours. The students have been able to identify various emotions and learn tools to regulate them or ask for help when needed. Furthermore, during lunchtime, we observed how the children recognized and classified foods according to the food traffic light system developed in the course, differentiating between healthy foods, those for occasional consumption, and those they should pay attention to. This demonstrates that the objectives set have been met and that the learning they have learned is being applied in their daily lives.

PROPOSALS FOR IMPROVEMENT

To improve the emotional education curriculum, it would be beneficial to incorporate specific workshops that allow for a deeper understanding of the objectives and give greater emphasis to practical tools so that children better understand the situations they face in their daily lives. The approach could begin with body awareness, helping them recognize what they feel in their bodies, identify that sensation as a specific emotion, name it, and finally, offer them effective strategies to regulate and manage these emotions in the most appropriate way possible. Furthermore, given the proven effectiveness of stories, it would be useful to continue using them as a resource to help children understand how they feel in different situations and how they can manage those emotions.

EMOTIONAL EDUCATION PROGRAM (Primary and Secondary)

RESPONSIBLE STAFF	Alba Godall, Flora Seoane- Social Workers
TIMELINE	Start: October 2024 Finish: June 2025

ESTABLISHED OBJECTIVES

FIRST TERM

Mental Health

- Learn to differentiate between internal emotions and external expressions.
- Recognize the importance of expressing emotions in a healthy way.
- Develop skills to talk about your mental health and emotions with confidence.

Self-reflection

- Identify positive and negative factors in the school environment that affect their well-being.
- Promote self-reflection to recognize how school experiences influence their emotions.
- Encourage dialogue and empathy by sharing your reflections with colleagues.

Bullying

- Raise awareness about bullying and its different forms.
- Develop communication skills when presenting information on the topic to others.
- Promote empathy and respect among peers through anti-bullying education.



Strengths

- Develop observation skills to identify strengths and areas for improvement in others.
- Foster a supportive environment by reflecting on how to collaborate and help others.
- Strengthen self-esteem and a sense of community by recognizing and valuing the qualities of peers.

SECOND TERM

Empathy

- Recognize your own and others' emotions.
- Listen actively and put yourself in the other person's shoes.
- Develop empathetic attitudes and behaviors in daily life.

Personal space

- Identify your own personal space and respect that of others.
- Develop skills to communicate limits assertively.
- Promote an environment of respect and care in school life.

Limits and rules

- Understand what a standard is.
- Reflect on personal responsibility.
- Valuing limits as a way of taking care of yourself and others.

Special educational needs

- Definition of special needs.
- Reflection on the needs of other people.
- Awareness of how to help.
- Bringing support closer to everyday situations.

Teamwork

- Understanding what unites us and what differentiates us.
- Learning to work as a team.
- Encourage collaboration with others.

THIRD TERM

Vocational guidance

- Understand what a profession is and what a vocation is.
- Understanding our strengths and how they connect to our professions.
- Reflect on what your ideal job would be in the future.



Friendships - 1, 2, 3, 4th Grade

- Recognize the characteristics of a positive friendship.
- Learn to identify and express what you value in a friend.
- Develop conflict resolution skills and strengthen bonds of friendship.

Addictions and Puberty - 5th, 6th Grade, 1st Year of Secondary School

- Understand the physical, emotional, and social changes that occur during puberty.
- Recognize the risks associated with addictions (technology, substances, gambling, etc.) and develop critical thinking in the face of social pressure.
- Promote self-care and responsible decision-making regarding one's body, free time, and friendships.

Future goals and mindfulness

- Explore personal interests and reflect on short- and long-term goals.
- Learn and practice basic mindfulness techniques to improve attention, calm, and self-awareness.
- Relate self-awareness and mindfulness to making conscious decisions about your future.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

Throughout the course, in emotional education sessions for primary and first-year secondary school students, various activities were carried out, tailored to each developmental stage, with the aim of promoting personal development, positive coexistence, and emotional well-being. The topics covered include Empathy, friendship, rules and boundaries, respect for personal space, changes associated with puberty, addictions, and the conscious use of technology, as well as reflection on the future and the practice of mindfulness.

In the first and second cycles of primary school, activities focused on recognizing one's own and others' emotions, identifying the characteristics of positive friendship, and understanding the importance of respecting rules and boundaries within the group. Stories, cooperative games, guided assemblies, and role-playing activities were used to facilitate the understanding of these concepts in an experiential and participatory way.

In the third cycle of primary school, topics such as personal space, individual responsibility, and decision-making were explored in depth. Concepts related to puberty and self-care were also introduced, promoting a safe space for expressing concerns and emotions. Sessions included debates, analysis of dilemmas, group work, and adapted visual aids.

In the first year of compulsory secondary education, activities focused on developing critical thinking, preventing risky behaviors, and building a healthy personal identity. Topics covered included peer pressure, addictions (technological and other), life plans, and the practice of mindfulness as a tool for self-awareness and emotional regulation. Students actively participated in reflection activities, creative writing, and mindfulness exercises.

Overall, a high level of achievement of the proposed objectives was achieved, with active student participation and progressive development in their ability to identify emotions, express their needs, respect others, and make conscious and responsible decisions.



EVALUATION AND REFLECTION ON THE RESULTS

- All the topics covered were relevant and appropriate to the educational level and developmental stage of the students.
- The students enjoyed the sessions and participated enthusiastically.
- The activities were dynamic, participatory, and meaningful, which fostered learning and reflection.
- In a few cases, the activities were not as effective as expected or could not be completed because the social workers did not have the required time with the students since the sessions were 40 minutes long.

PROPOSALS FOR IMPROVEMENT

- Include the sessions in the PAT
- Check the calendar thoroughly to ensure that the sessions you are required to collaborate on, or guide do not overlap with any other activities or events.
- As a department, hold a meaningful workshop with students each quarter. Similar to the one we did with the bullying fair, but with different themes. For example, mental health, e-safety, or multiculturalism.

PROJECT: OPEN CLASSROOM (AULA ABIERTA)

RESPONSIBLE STAFF

Diana Rodríguez and Eisa Díaz- Inclusion Teachers

TIMELINE

Start: January 2024
End: June 2024

ESTABLISHED OBJECTIVES

The project is based on the following general objectives:

- **Promote autonomy:** Develop children's ability to manage their learning, making decisions and organizing their time and tasks independently.
- **Improve communication skills in Spanish:** Enhance oral and written expression, working on reading comprehension, vocabulary, grammar, and fluency in a variety of contexts.
- **Develop cognitive skills:** Stimulate logical thinking and mathematical problem-solving by using the Spanish language to describe and justify processes.
- **Promote motor skills and coordination:** Develop motor skills through physical activities that integrate the use of the Spanish language into interactions and instructions.
- **Promote emotional intelligence and teamwork:** Promote emotional regulation, empathy, and mutual respect by using Spanish to express emotions and resolve conflicts.
- **Establish work routines and habits:** Create a structured environment to teach organizational habits, self-care, and reflection, integrating the Spanish language into the process.
- **Promote inclusive learning:** Ensure the active participation of all students, adapting activities to individual needs through visual and manipulative resources.
- **Develop the ability to adapt in communication:** Help children use the Spanish language flexibly in different social and educational situations.

- **Integrate the Spanish language in all areas:** Use the Spanish language as a cross-cutting tool in all project activities and content.
- **Promote inclusion and active participation:** Create an accessible educational space where all students feel included and motivated to participate.

Based on these general objectives, each student has personalized objectives based on their curricular adaptation.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

The open classroom project is based on significant curricular adaptations for students with Specific Educational Support Needs (SEN). It offers a flexible and accessible environment that respects individual learning rhythms, using visual materials, manipulative activities, and movement to promote inclusion. Each student has personalized goals. The approach seeks to develop autonomy, confidence, and active participation, promoting meaningful learning and holistic development.

EVALUATION AND REFLECTION ON THE RESULTS

The evaluation of the open classroom demonstrates that it has been a very positive resource for students, as it has helped reduce some of the barriers they face in their daily routines. This space has offered a calmer and more structured environment, reducing the negative impact of noise and sensory overexposure they may experience in the reference classroom. Thanks to its personalized approach, the open classroom has fostered students' comprehensive development, addressing their cognitive, emotional, motor, social, and linguistic needs. Furthermore, it has promoted the acquisition of the Spanish language, which is key to their interaction with and understanding of their surroundings, as well as their autonomy and active participation in learning.

PROPOSALS FOR IMPROVEMENT

As a proposal for improvement for the next academic year, we suggest rethinking the way the open classroom works so that it more effectively meets the needs of students with special educational needs. It would be beneficial to dedicate the first few hours of the day to reinforcing instrumental areas (such as language or mathematics), especially in cases where there is a significant curricular gap, allowing these students to work more individually and with the support of a specialist. This could foster their academic progress through a more tailored approach. Furthermore, the last few hours of the day could be maintained as a sensory space, focused on self-regulation, multisensory stimulation, and emotional development. This approach would create a welcoming space adapted to the needs of students with attention, behavioral, or emotional management difficulties, helping them end the day more calmly and positively.



PROJECT: SCHOOL BULLYING PREVENTION

RESPONSIBLE STAFF

Inclusion & Guidance Team

TIMELINE

Start: November 2025

Finish: November 2025

ESTABLISHED OBJECTIVES

ANTI BULLYING FAIR

Early Childhood

- Develop a sense of belonging and commitment through art and musical expression, fostering an emotional understanding of respect.
- Facilitate visual and symbolic learning of the concept of respect through artistic creation, adapted to each age.
- Explore, through the story, the difference **between having friends and respecting everyone**, promoting attitudes of inclusion from an early age.

Primary and Secondary

- Understand the concept of bullying by identifying its essential characteristics: **repetition, intentional damage and imbalance of power**.
- **Recognize and identify the** different forms of bullying: **verbal, physical, psychological and cybernetic**, developing sensitivity to each one.
- Analyze the different roles **involved in a bullying situation** (leader, reinforcer, helper, bystander, target, and defender) to understand the social dynamics of bullying and promote the active role of the defender.
- Differentiate between specific **conflicts** and **situations of harassment**, encouraging reflection on the value of friendship, **respect and empathy**.
- Know and practice action **and support strategies faced** with a case of bullying, both as a witness and as a potential victim.
- **Promote individual responsibility and** the active commitment of students as agent **of change and positive coexistence**.
- **Reflect on the emotional, social and academic consequences that** bullying can have on all those involved.
- **Devise and propose concrete actions to** prevent bullying by promoting a respectful, safe, and inclusive school environment.
- **Train peaceful conflict resolution skills through** dramatizations or adapted real cases, encouraging reflection and cooperative work.
- **Promote the responsible use of technology and** raise awareness about the risks of digital harassment and its legal and emotional consequences.

Community

- **Involve teachers, families and students in** a collaborative approach to prevention, creating a school culture of zero tolerance for bullying.
- **Celebrate diversity and inclusion**, reinforcing the idea that every student deserves to be valued and respected as they are.



ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

KINDERGARTEN: Dance of a song **about respect**. Class activities for homework empathy.

PRIMARY and SECONDARY: During the Emotional Education classes, students prepare the **stands**. Each group was assigned a stand, and, on the 5th, turns were assigned to the stand representatives.

- **GRADE 1.A:** DEFINITION
- **GRADE 1.B:** TYPES
- **GRADE 2. A:** ROLES
- **GRADE 2. B:** BULLYING VS. CONFLICTO
- **GRADE 3. A:** ACTIONS IN THE EVENT OF A CASE
- **GRADE 3. B:** I COMMIT TO...
- **GRADE 4:** CONSEQUENCES FOR THE VICTIM AND THOSE INVOLVED
- **GRADE 5:** PREVENTION ACTIONS
- **GRADE 6:** ANTI-BULLYING POLICE, CASE RESOLUTION.
- **GRADE 7:** CYBERBULLYING
-

EVALUATION AND REFLECTION OF THE RESULTS

- The planning and execution were coordinated by the **Guidance Department**, which effectively managed the schedules, **role assignment** and the group **logistics**, using identification **bracelets** to facilitate the visible division of students and ensure the smooth running of the routes.
- A was carried out prior **presentation to the teaching staff**, attending the coordination meetings to inform and resolve doubts, which ensured correct **involvement of staff** and fluidity during the event.
- All the pre-fair **workshops were** carried out during the sessions of **Emotional Education (EE)**, **without affecting the teaching schedule of other subjects**, demonstrating efficient **management of school time** and adequate curricular integration.
- The fair was actively **led by the students themselves**, promoting the development of skills such as teamwork, communication, empathy, and commitment to school coexistence.
- Workshop **for families had** a high **participation**, which reflects the interest and involvement of the educational community in the prevention of bullying.

PROPOSALS FOR IMPROVEMENT

Integration into the Tutorial Action Plan

From the course onwards 2025–2026, the contents of prevention **of bullying will** be integrated in a structured manner into the **Tutorial Action Plan sessions**. This will allow students to progressively work on key aspects throughout the year, such as empathy, respect, types of bullying, the role of the bystander, safe use of technology, and support strategies.

This **curricular inclusion will** favor a continuous **awareness** and one deeper **awareness**, generating a real impact on the coexistence and socio-emotional development of students.

Celebration of the International Day against Bullying:

It will be included in the school **calendar the date of May 2, International Day Against Bullying**, like an institutional **day in** which the learning and reflections made by the students throughout the course are made visible. This day will serve as the culmination **and display of the annual work**, in addition to consolidating the commitment of the entire educational community to building a safe, inclusive, and respectful school environment.



PROJECT: FUTURE STARS (KINDERGARTEN)

RESPONSIBLE STAFF

Diana Rodriguez- Inclusion Teacher

TIMELINE

Start: April 2024

Finish: June 2024

ESTABLISHED OBJECTIVES

GENERAL OBJECTIVES:

- Promote the ability to understand and express ideas clearly.
- Develop fluid reasoning to solve challenges.
- Promote autonomy in learning by strengthening working memory and organization.
- Enhance visual-spatial design and construction.
- Increase the speed of decision-making.

The objectives are set individually for each student based on their talents and skills, which should be further developed.

STUDENT 1

Verbal comprehension

- Listen and understand the ideas of your classmates.
- Follow multi-step oral instructions correctly.
- Integrate ideas expressed verbally into the development of the story.

Fluid reasoning

- Propose solutions to problems that arise in the project.
- Detect errors or inconsistencies in the story and consider how to correct them.
- Order the events of the story in a logical and coherent manner.

Working memory

- Remember what has been done previously to give continuity to the project.
- Organize group information.
- Use drawings or keywords to avoid forgetting what was agreed upon.

Processing speed

- Write ideas or short phrases quickly and clearly.
- Making quick decisions while writing.
- Participate in quick reaction games related to the story.

STUDENT 2

Visual spatial

- Design structures with meaning and balance.
- Learn to plan before you build.
- Improve the way you choose and organize materials.
- Find solutions when difficulties arise.
- Use creativity to design parts of the project.



STUDENT 3

Visual spatial

- Design decorative accessories using your imagination.
- Place pieces correctly, observing shape and space.
- Create and repeat visual patterns with different materials.

Fluid reasoning

- Propose new ideas to improve the vehicle.
- Find creative solutions to small challenges.
- Order logical steps to complete tasks.

Processing speed

- Quickly choose parts and materials when building.
- Solve visual challenges in limited time.
- React quickly to memory games or quick instructions.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

The project began with a brainstorming session, in which each child contributed their interests: **STUDENT wanted** to build a car, **STUDENT 2 imagined** that he could fly and **STUDENT 3**. He proposed that it be invisible. Thus, was born this very special invention, created from his passions and imagination.

From there, each week became a cooperative challenge, where each student followed a personalized **guide with steps tailored to their talents** in week 2, they built the base of the vehicle using recycled materials. During weeks 3, 4, and 5, they added new details to the vehicle—such as mechanisms, decorations, or moving parts—and invented the story of their journey together **developing the story as they progressed**.

The sessions were flexibly adapted to their interests and the direction the project was taking, allowing for the integration of new ideas that emerged during the process. Everyone demonstrated a high **level of autonomy and commitment**, winning symbolic **medals for their effort, creativity and teamwork**.

The project celebrated learning from their interests, **reinforcing the value of the process and shared work**.

EVALUATION AND REFLECTION ON THE RESULTS

The project was highly motivating for the children, as it was based on an idea they chose, which generated strong commitment from the start. Their engagement remained high throughout all sessions, demonstrating enthusiasm, creativity, and collaboration. The personalized guidance allowed each child to develop their talents independently, and the medal system reinforced their effort and self-esteem.

Overall, it was a very positive experience that demonstrates that building on their interests is an effective way to enhance their skills. Continuing with similar projects can be a valuable way to further develop their potential through a fun, cooperative, and child-centered approach.

PROPOSALS FOR IMPROVEMENT

As a suggested improvement, it would be helpful to have more time to develop the project, as this time it was carried out under somewhat tight deadlines. Having more sessions would allow students to delve deeper into their ideas, organize themselves more autonomously, and express their abilities more fully. For future occasions, it would be advisable to plan further in advance and ensure the necessary time to make the process more enriching and in line with their potential.



PROJECT: FUTURE STARS (PRIMARY 1)

RESPONSIBLE STAFF

Eisa Díaz- Inclusion Teacher

TIMELINE

Start: April 2024

Finish: June 2024

ESTABLISHED OBJECTIVES

For the elementary school's Future Stars program (first and second grade), objectives were developed to strengthen various cognitive and personal skills through meaningful and challenging activities. The project proposal allowed students to develop reasoning, memory, critical thinking, planning, and expression skills, while also integrating collaborative work, creativity, and the use of practical tools. The main objectives addressed are detailed below:

FLUENT REASONING

- Participation in complex problem-solving situations and mathematical reasoning applied to real life.
- Analyze dilemmas that require argumentation and decision-making.
- Develop hypothetical reasoning by proposing solutions to real-world problems.

CRITICAL THINKING

- Work with open questions that require justification and reasoning.
- Compare and evaluate multiple perspectives on a given topic.
- Participate in debates or discussions.

WORKING MEMORY

- Plan and manage long-term tasks.
- Progressively work with increasingly complex instructions.
- Implement planning journals (set goals, anticipate challenges, and reflect on steps taken).
- Complete games designed to strengthen working memory.

VISUAL-SPATIAL SKILLS

- Development of creative projects involving spatial design.
- Use of digital tools for design.
- Design plans.
- Participation in spatial art projects (collages, models or murals).

PROJECT

- Design an interdisciplinary group project.
- Encourage teamwork by assigning complementary roles based on cognitive strengths.
- Organize an exhibition or presentation to strengthen communication and reflection.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

To address the goals set for the quarter, a group project was developed with the participation of three students, allowing them to integrate and meaningfully apply their skills. The project began with a visit to a local museum, included in the school's scheduled activities, which served as inspiration for devising a creative project based on imagination and the use of recycled materials. During the process, the students they investigated the museum's approach and the works on display, they developed sketches of their initial ideas, planned tasks, selected the necessary resources, and jointly designed a simulated space that would serve as a creative laboratory. This experience facilitated the implementation of all the objectives, strengthening collaborative work and autonomy, and enabling them to enhance their skills in a cross-curricular and motivating way.



EVALUATION AND REFLECTION ON THE RESULTS

The project evaluation considered the students' active participation and commitment throughout the process, as well as their positive attitude toward challenges. Their creativity and effort in each session were also considered. In addition, assessments were made of the achievement of the objectives set and each student's contribution to the group work. Special attention was paid to collaboration, communication, task distribution, and the ability to solve problems together. This provided a comprehensive overview of their learning and the skills they developed.

PROPOSALS FOR IMPROVEMENT

The time available was somewhat limited, which made it difficult to organize and carry out all the activities with the depth we would have liked. It would also be beneficial to improve coordination between teachers and the different subjects, so that the projects could address content in a more connected and cross-curricular manner. This would help make learning more comprehensive and meaningful for students.

PROJECT: FUTURE STARS (PRIMARY 2)

RESPONSIBLE STAFF

Santiago Camazon

TIMELINE

Start: June 2025

Finish: July 2025

ESTABLISHED OBJECTIVES

- Design activities that stimulate creative and logical thinking.
- Promote students' autonomy and personal initiative.
- Adapt educational challenges to the student's level of competence.
- Observe and assess the student's academic and personal progress.
- Promote socialization and teamwork.
- Help students recognize their strengths and trust in their abilities.
- Provide spaces where they can express themselves freely and develop their interests.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

The project was developed over four weeks with sequenced and progressive activities:

- **Week 1 – Creating our city:** The students designed a model of their ideal city, in addition to creating a plan and recording decisions in the City Notebook.



- **Week 2 – We invent solutions:** Problems in the design were identified, and each student created inventions or solutions to improve it, reflecting this with drawings and explanations.
- **Week 3 – Review and improve:** The students reviewed the city, selected areas for improvement, and implemented design changes, recording the "before" and "after" results.
- **Week 4 – The city of the future:** The students imagined what the city will be like in 100 years, designing futuristic inventions that they presented in the final exhibition.

The project began in the third quarter, so the time available for its development was limited. Despite this, the planned activities over the four weeks were successfully carried out, including city design, problem identification and resolution, design review and improvement, and the creation of futuristic inventions. Student participation was active and motivated, and the overall level of completion was satisfactory. It is planned to continue this project during the next academic year to expand and deepen its objectives.

EVALUATION AND REFLECTION ON THE RESULTS

The results obtained reflect particularly significant progress in the personal and social development of the students.

- **Academics:** Although no significant quantitative gains in academic performance were observed, the project served to motivate students and introduce them to the subjects in a practical and creative way.
- **Personal:** An increase in autonomy, initiative, and confidence in facing challenges and expressing ideas was noted.
- **Social:** On a social level, the experience was fantastic; all the students actively collaborated and carried out the activities to the best of their ability, demonstrating great camaraderie and a willingness to work as a team.

Overall, the project provided a meaningful educational experience that contributed to the students' holistic development, beyond traditional academic outcomes.

PROPOSALS FOR IMPROVEMENT

- Extend the time dedicated to the project to delve deeper into the activities and further encourage learning.
- Include more resources and materials that facilitate creativity and the development of ideas.
- Maintain and strengthen communication with families to involve them in monitoring student progress.
- Implement small strategies to help improve time management and consistency in some activities.



PROJECT: THE HOUSES IN SSAD

RESPONSIBLE STAFF

Angela Devore, VP
Alba Godall, Social Worker

TIMELINE

Start: 21st April 2025
Finish: 20th June 2025

ESTABLISHED OBJECTIVES

- Promote a greater sense of community and school spirit among students.
- Promote positive behaviors, starting with improved punctuality.
- Create a fun and inclusive environment where every student feels connected and motivated.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE

- Daily distribution of tokens
- Daily token count
- Weekly Ads
- Weekly rewards

EVALUATION AND REFLECTION ON THE RESULTS

- The involvement of the students has been extraordinary.
- The percentage of late arrivals has improved.
- The attendance rate has improved.

PROPOSALS FOR IMPROVEMENT

- Have the timeline **prepared from the beginning of the course**.
- Establish the rewards, **schedules and locations since** the beginning of the school year.
- Have at least **2 more staff members involved** in daily operations.
- Get the **teacher's opinion in advance**.
- Perform Specific **adjustments for Early Childhood Education** regarding rewards and ad schedule.
- Organize **one competition or event per quarter**.



WORKSHOPS

WORKSHOPS FOR FAMILIES

24/25	Term 1		Term 2		Term 3	
Theme	Diversity		Self-esteem		Social Consciousness	
Value	Respect and Ethics	Diversity	Compassion	Creativity	Tolerance and Forgiveness	Excellence and Honesty
Workshop led by an external agent	Title: Be an expert in supporting your child's learning. Date: December 12 at 4:30 pm <i>By Aida Tarifa</i>		Title: Wellbeing Date: January 17 at 8 am <i>By Dr. Aura Macias at Stanford Medical Center</i>		Title: The Spanish Education System Date: June 12 at 8 am <i>By Jesús Chico</i>	
Workshop led by the Guidance Department	Title: Elgo respeto! Anti-Bullying Week Date: November 15 at 8 am <i>By: Alba Godall (Social Worker) Verónica Montoro (Counselor)</i>				Title: Cyberbullying (primary and secondary) Date: May 16 at 8 am <i>By: Flora Seoane (Social Worker) Verónica Montoro (Counselor)</i> Title: Stage Transition (primary and secondary) Date: June 23 and 24 at 8 am <i>By: Verónica Montoro (Counselor)</i>	

WORKSHOPS FOR STAFF

24/25	Term 1	Term 2	Term 3
Taller	Topic: Student Safeguarding Dates: - June 5th - September 24, 27, and 30 - October 1, 4 and 14 <i>By: Alba Godall (Social Worker)</i>	Topic: Student Safeguarding Dates: January 13 and 20 <i>By: Alba Godall (Social Worker)</i>	Topic: Student Safeguarding Dates: May 29 <i>By: Alba Godall (Social Worker)</i>



Inclusion and Guidance Department

Student Mental Health, Counseling and Wellbeing Services

In line with ADEK's School Student Mental Health Policy and the wider ADEK Wellbeing framework, the Inclusion and Guidance Department ensures a structured, preventive, and responsive approach to student mental health and emotional wellbeing across all cycles (KG–Cycle 2).

Our model emphasizes **early identification, prevention, intervention, documentation, confidentiality, parental engagement, and inter-agency collaboration**, ensuring full alignment with regulatory requirements.

1. Mental Health Awareness and Prevention

In accordance with ADEK requirements, mental health education is embedded within the school's curriculum and pastoral structures.

1.1 Student Awareness and Education

Students are supported in developing:

- Emotional regulation skills
- Resilience and coping mechanisms
- Social-emotional learning competencies
- Stress and time management skills
- Self-awareness and responsible decision-making

Targeted workshops and structured sessions address:

- Anxiety and emotional wellbeing
- Friendship and social skills
- Anti-bullying and respectful relationships
- Digital wellbeing and responsible technology use
- Coping during examinations and academic transitions
- Awareness of depression, substance misuse risks, and help-seeking pathways (Cycle 2)

Mental health awareness is reinforced through assemblies, tutor-led sessions, PAT (Plan de Acción Tutorial), Emotional Education programs, and cross-curricular integration.

2. Counseling and Direct Student Support

2.1 Access to Counseling Services

All students have access to in-school counseling services provided by qualified professionals in line with ADEK Staff Eligibility: Social Workers (one Spanish speaker and one Emirati national), School Psychologist (Head of Inclusion) and specialized Inclusion Teachers.



Parental consent is obtained for structured or ongoing counseling services, in accordance with ADEK regulations. Unstructured or spontaneous student interactions do not require prior consent, as per policy.

2.2 Individual Counseling (1:1 Support)

Students experiencing:

- Emotional distress
- Anxiety or low mood
- Behavioral challenges
- Friendship difficulties
- School refusal
- Adjustment or transition stress

receive structured counseling sessions focused on:

- Emotional regulation
- Coping strategies
- Problem-solving skills
- Self-esteem development
- Resilience building

Each case is documented in compliance with ADEK School Reporting Policy requirements.

2.3 Group Counseling and Skills-Based Interventions

Small-group sessions address:

- Social skills development
- Anger management
- Anxiety management
- Self-regulation strategies
- Peer conflict resolution

These structured interventions promote protective factors and reduce risk behaviors.

2.4 Crisis Management and Risk Assessment

The school implements clear crisis response procedures in cases involving:

- Self-harm concerns
- Suicidal ideation
- Severe emotional breakdown
- Aggressive behavior
- Safeguarding disclosures

Risk assessments are conducted immediately when necessary, and safety plans are developed in collaboration with families and leadership. In cases of suspected maltreatment or significant harm risk, procedures are followed in line with the ADEK Student Protection Policy and confidentiality requirements



3. Social Worker and Counselor Roles (Interdisciplinary Model)

In alignment with ADEK definitions and role delineation:

School Counselor

- Provides structured counseling services
- Liaises with parents, teachers, leadership, and external specialists
- Conducts risk assessments
- Explains confidentiality limitations to students
- Shares information when required to protect the student's best interests

School Social Worker

- Conducts needs assessments
- Supports students' personal, social, and emotional functioning
- Works closely with families
- Coordinates community resources
- Supports behavioral and social interventions

Social workers do not provide therapy, in line with ADEK role specifications

4. Referral Pathways

The school has developed a structured referral system in line with ADEK policy requirements.

4.1 Internal Referrals

Referrals may be initiated by:

- Students (self-referral)
- Parents
- Teachers
- Leadership
- Safeguarding team

Clear reporting mechanisms exist for behaviors of concern.

4.2 External Referrals

When specialized support is required beyond the scope of in-school services, families are referred to:

- Psychologists
- Psychiatrists
- Speech and language therapists
- Licensed medical or mental health centers

External liaison occurs in accordance with confidentiality laws and parental engagement procedures.

4.3 Communication

Referral pathways are communicated to staff and parents and included in the Parent Handbook, ensuring transparency and accessibility.



5. Support During Vulnerable Phases

Structured measures are implemented during high-stress periods, including:

- Examination preparation workshops
- Transition support (KG2–Primary, Primary–Secondary)
- End-of-semester feedback sessions
- Stress management workshops
- University guidance counseling (Cycle 2)
- Adjusted expectations and structured support during MAP and standardized assessments

These measures reduce academic stress and support emotional stability.

6. Support for Students with Additional Learning Needs

In coordination with the Head of Inclusion, the school ensures:

- Holistic Documented Learning Plans (DLPs) that address academic and emotional needs
- Individual Behavior Support Plans (BSPs)
- Reasonable accommodations (flexible timetables, sensory adjustments, monitoring during vulnerable situations)
- Close collaboration between tutors, specialists, and families
- Monitoring of students at risk of teasing or bullying
- Use of the OPEN CLASSROOM model for small-group and individualized intervention

Mental health safeguarding is embedded within DLP development in alignment with the ADEK Inclusion Policy

7. Wellness Resources and Safe Spaces

The school provides:

- Dedicated counseling spaces
- Access to calm-down or reflection areas when needed
- Structured emotional check-in systems
- Tutor-led pastoral monitoring

Students are encouraged to seek help without stigma, reinforcing a receptive and protective school climate.

8. Staff Capacity Building

To ensure sustainability and whole-school alignment, the Inclusion and Guidance Department provides:

- Safeguarding training workshops
- Positive behavior and de-escalation training
- Trauma-informed approaches
- Guidance on classroom emotional regulation strategies
- Consultation meetings for complex cases

Teachers receive ongoing support in implementing behavior support plans and adapting instruction for students with social-emotional needs.



9. Confidentiality and Compliance

All mental health services are delivered in compliance with:

- Federal Decree Law No. (45) of 2021 (Personal Data Protection)
- DCD Social Care Professionals Code of Conduct
- ADEK School Student Mental Health Policy
- ADEK School Student Protection Policy

Confidentiality is maintained except in cases where disclosure is required to protect the best interests of the student or comply with legal obligations.

10. Documentation and Reporting

The department ensures:

- Accurate and confidential case documentation
- Risk assessment records
- Parental communication logs
- Committee reviews (Safeguarding, Inclusion, Behavior Committees)
- Monitoring and follow-up documentation

This ensures traceability, accountability, and regulatory compliance.

Conclusion

The Inclusion and Guidance Department has strengthened its preventive and intervention systems to ensure that student mental health is:

- Proactively promoted
- Professionally supported
- Carefully documented
- Legally compliant
- Inclusive and equitable
- Embedded in the school culture

The school is progressing toward full compliance by AY 2025/26, in accordance with ADEK implementation timelines

ANNUAL REPORT

Part 3

SCHOOL PROJECTS AND PROGRAMS END OF THE YEAR REPORT



ACADEMIC YEAR: 2024-2025

SUMMARY OF THE SCHOOL'S PROJECTS AND PROGRAMS ANNUAL REPORTS IMPROVEMENT GOALS

PRESENTATION

In my third year as Principal of the Spanish School of Abu Dhabi, one of our key objectives has been to consolidate the foundations necessary for sustainable future growth and development. This academic year, we have focused on strengthening several key projects aimed at enriching the educational experience and fostering a more dynamic, inclusive, and engaged school environment. **To ensure accountability and promote ownership, we appointed dedicated coordinators for each of these programs. This strategic decision has helped distribute responsibilities more effectively while fostering deeper involvement from our school community.**

Building upon the initiatives launched in previous academic years, we have also introduced new, more targeted programs. Existing projects have been further developed to adopt a more structured and systematic approach, aligned with our ongoing commitment to school improvement. My role this year has been to conduct a thorough review and analysis of these programs and initiatives to ensure they align with our long-term vision and strategic objectives for the continued advancement of the school.

This document serves as the annual report for the academic year 2024-2025, providing a detailed analysis of the accomplishments, challenges, and proposed improvement goals presented by the coordinators and participants of each project. It also outlines the strategic priorities for these programs for the academic year 2025-2026.

Final List of Projects and Programs 2024-2025:

1. **STEAM (Science, Technology, Engineering, Arts, Mathematics)**
 - Continued development with a dedicated teacher delivering STEAM across the school.
 - Integration with Digital Learning Coordination.
2. **Cultural and Artistic Engagement**
 - Incorporates music, arts, and cultural initiatives.
 - Introduction of the School Band and Choir as part of lunchtime clubs.
 - Broader cultural engagement with Abu Dhabi and UAE initiatives.
3. **Eco-School (Sustainability)**
 - Reinforced through new sustainability initiatives and increased student participation.
4. **Community Wellness**
 - Evolved from *Healthy Living* to a broader focus encompassing:
 - Physical Education and Nutrition
 - Student Clubs and Lunchtime Activities
 - Wellness and Community Engagement Initiatives

5. **Community Service (Solidarity and Volunteering)**
 - Strengthened through collaboration with the National Identity team.
 - Focused on fostering responsibility, empathy, and civic engagement.
6. **Educational Values**
 - Integrated with National Identity initiatives.
 - Promotes shared values aligned with both Spanish and Emirati cultures.
7. **National Identity**
 - Established as a comprehensive area encompassing all initiatives supporting UAE National Identity.
 - Aligned with ADEK requirements and the cultural mission of the school.

Through this comprehensive analysis, we aim to identify areas for continued growth and establish a framework for enhancing the effectiveness of these programs. Our ultimate goal is to ensure that these initiatives contribute meaningfully to the academic and personal development of our students while aligning with the broader strategic vision of the school.

The appointment of specific coordinators this year has brought leadership and direction to these projects, resulting in more coherent and impactful implementation. However, our experience has highlighted the need for a higher-level coordination role to oversee these programs collectively. Establishing such a position will help ensure consistency, prevent overlap, and centralize efforts under the shared aim of strengthening National Identity while cultivating a distinctive and harmonious school culture where Spanish and Emirati values converge.

This section of the annual report will detail the achievements, challenges, and improvement goals identified for each program. By building on the solid foundations established this year, we aim to continue fostering a vibrant, supportive, and engaging learning environment that meets the diverse needs of our student body and prepares them for future success.

1. STEAM AND DIGITAL LEARNING PROGRAM

1.1. Introduction

The STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Digital Learning program at the Spanish School of Abu Dhabi continues to promote a multidisciplinary, future-oriented approach to education. **Under the leadership of David Vilchez, STEAM teacher**, during the 2024-2025 academic year, significant advancements have been made in consolidating this area through the restructuring of the STEAM curriculum, the integration of Artificial Intelligence (AI), and the strengthening of digital resources and policies.

Among the key achievements this year were the redesign of the STEAM course to adopt a more practical, hands-on approach with AI integration, successful delivery of Google Classroom training for all teachers, the completion of an updated digital inventory, and the drafting of ADEK-aligned digital policies. Technical support has been consistently maintained, ensuring the smooth operation of digital platforms throughout the school year. The creation of a standardized digital resource request process and the development of a new institutional website further reflect the program's growth in efficiency and forward planning.

1.2. Proposed Improvement Goals in this Area

1.2.1. Classroom Environment and Student Engagement

- Continue embedding AI tools in the classroom to foster innovation and enhance students' digital literacy through responsible and practical usage.
- Promote greater student engagement through interactive, project-based learning opportunities tied to real-world applications of STEAM.
- Evaluate the impact of the practical STEAM approach and adjust based on student engagement and outcomes.

1.2.2. Technology and Resources

- Finalize the implementation and publication of the new institutional website to enhance communication and visibility.
- Maintain and refine the digital inventory and resource catalogue, ensuring optimization of licences and tools in alignment with actual usage.
- Establish a centralized, categorized repository of digital resources for staff, organized by subject and skill level.
- Continue to phase out redundant platforms to streamline resources and reduce costs.

1.2.3. Curriculum Implementation and Adaptation

- Further adapt the STEAM curriculum to integrate AI tools in meaningful ways that enhance student learning and reflect technological trends.
- Identify suitable replacements for outstanding gaps in secondary resources (e.g., Geography and History platforms).
- Monitor and evaluate the effectiveness of new resources and platforms through teacher feedback and student performance metrics.

1.2.4. Professional Development and Instructional Strategies

- Implement a structured professional development plan for teachers, offering tiered training (basic, intermediate, advanced) on digital tools and AI integration.
- Provide individualized mentoring for teachers identified as requiring additional support or expressing a need for deeper engagement with digital resources.
- Offer workshops focused on differentiation, gamification, and the use of AI to enrich pedagogical strategies.

1.2.5. Support Programs and Inclusive Education

- Ensure digital tools are leveraged to support differentiated instruction and inclusive education practices through targeted resources and training.
- Align the continued development of digital literacy programs with school-wide inclusion strategies to ensure accessibility for all learners.

1.3. Conclusion

The STEAM and Digital Learning Program has demonstrated significant progress in aligning technological innovation with educational practice, positioning the Spanish School of Abu Dhabi to meet the evolving demands of 21st-century education. Through structured professional development, optimized resource management, and thoughtful integration of AI, the program has laid a solid foundation for future growth.

Moving forward, the school should prioritize sustaining and expanding these efforts by maintaining a clear oversight of digital resources, embedding AI meaningfully into the curriculum, and fostering ongoing staff development. A centralized leadership role for digital innovation could further ensure alignment across initiatives and maximize the impact of this critical area.

2. CULTURAL AND ARTISTIC ENGAGEMENT PROGRAM

2.1. Introduction

The Cultural and Artistic Engagement Program at the Spanish School of Abu Dhabi has continued to play a central role in promoting cultural awareness, artistic expression, and community connection throughout the 2024-2025 academic year. **Under the leadership of Lilliam Marin, music teacher,** this program has provided students with meaningful opportunities to develop their cultural identity, creativity, and global awareness through authentic, multidisciplinary experiences.

Among the most significant achievements this year was the successful delivery of a wide range of activities encompassing music, visual arts, theater, and cultural initiatives in collaboration with both local and international organizations. These experiences have not only enriched the school's cultural environment but have also contributed to the holistic development of students' cognitive, emotional, and social skills. Notable highlights included the celebration of UAE National Day, Hispanic Day, collaboration with ADEK's National Art Expressions Program, partnerships with the Cultural Foundation, and participation in international projects such as "Voices Around the World." The creation of the SSAD School Anthem and the Music and Arts Festival also stood out as key milestones in fostering community spirit and artistic engagement.

2.2. Proposed Improvement Goals in this Area

2.2.1. Organization and Coordination

- Establish a clearer, more structured framework for coordination meetings among all related programs to foster alignment and maximize impact.
- Define agendas in advance for all program-related meetings to ensure focused and productive discussions.
- Improve interdepartmental and cross-program communication to facilitate collaboration and shared objectives.

2.2.2. Curriculum Integration and Student Engagement

- Further integrate cultural and artistic activities across the curriculum to ensure that these initiatives support and enhance educational goals across subjects.
- Strengthen links between cultural activities and ongoing UAE National Identity initiatives, leveraging opportunities for cross-curricular projects.
- Provide increased opportunities for students to showcase their talents in both internal and external forums to reinforce engagement, motivation, and recognition.

2.2.3. Partnerships and Community Involvement

- Deepen collaboration with external cultural organizations (e.g., Cultural Foundation, Louvre Abu Dhabi) to expand the range and quality of cultural experiences offered to students.
- Continue to involve families through open classes and artistic showcases, reinforcing the school-community connection.

2.2.4. Evaluation and Continuous Improvement

- Implement regular internal evaluations of the program at the end of each term to assess progress, identify areas for improvement, and inform future planning.
- Monitor the impact of cultural and artistic activities on student well-being, creativity, and cultural understanding through feedback from students, staff, and families.

2.3. Conclusion

The Cultural and Artistic Engagement Program has been instrumental in enriching the school experience, fostering cultural appreciation, and nurturing creativity among students at the Spanish School of Abu Dhabi. This year's activities have successfully bridged cultures, disciplines, and generations, establishing a solid foundation for future growth.

To build upon these achievements, it is recommended to enhance coordination, deepen curricular integration, and formalize evaluation processes. These steps will ensure the program continues to evolve in alignment with the school's educational objectives, reinforcing the value of art and culture as powerful tools for personal growth, social responsibility, and community connection.

3. ECO-SCHOOL SUSTAINABILITY PROGRAM

3.1. Introduction

Under the leadership of David Benito, Primary Teacher, the Eco-School Sustainability Program at the Spanish School of Abu Dhabi has made meaningful progress during the 2024-2025 academic year in embedding sustainability, environmental awareness, and responsible practices into the life of the school. Throughout the year, this program has been marked by strong efforts to engage students through hands-on activities, curriculum integration, and community involvement.

Notable accomplishments include the successful implementation of the indoor school garden, ongoing composting and recycling initiatives, the Abu Dhabi mangroves project, and collaboration with Eco-School UAE. The program has also fostered student engagement

through campaigns such as aluminium can collection and environmental talks focused on sustainability, water purification, and waste reduction. While participation in some activities like beach clean-ups remains a challenge, the program's efforts have visibly contributed to raising awareness of environmental issues both within the school and at home.

3.2. Proposed Improvement Goals in this Area

3.2.1. Environmental Awareness and Education

- Strengthen educational reinforcement on waste separation, energy saving, and composting through refresher workshops, gamified activities, and visual communication tools.
- Expand interdisciplinary projects to integrate sustainability topics more explicitly across subjects such as Art, Language, and Mathematics.
- Continue partnerships with external environmental initiatives to reinforce connections between classroom learning and real-world ecological issues.

3.2.2. Community Engagement and Involvement

- Increase family participation through ecological challenges at home, open workshops, and joint activities aimed at reinforcing environmental habits.
- Develop workshops or sessions for parents on practical sustainability measures, such as composting and waste reduction, to enhance home-school alignment.
- Re-evaluate the scheduling and format of low-participation activities (e.g., beach clean-ups) to ensure better attendance and engagement, potentially integrating them into school hours or broader environmental events.
- Launch a regular Eco-School newsletter to communicate progress, share challenges, and celebrate achievements with the wider school community.

3.2.3. Sustainable Practices

- Consolidate waste separation and composting systems through ongoing supervision, visual reinforcements, and appointing student environmental monitors per stage with clear, rotating responsibilities.
- Maintain and improve the indoor school garden with consistent student involvement and clear maintenance schedules, while exploring adaptations for outdoor spaces to extend use despite extreme weather conditions.
- Continue successful initiatives such as aluminium can collection with clear targets, recognition of achievements, and motivational incentives.

3.2.4. Monitoring and Evaluation

- Establish a realistic, coordinated calendar aligned with other school activities to ensure consistency and continuity without conflicts.
- Implement termly evaluations of program activities to assess impact and effectiveness, allowing for timely adjustments.
- Ensure clearer visibility and accountability in student-led monitoring activities, particularly regarding energy and water-saving initiatives.

3.3. Conclusion

The Eco-School Sustainability Program has advanced significantly in raising environmental awareness, fostering responsible practices, and embedding sustainability into the school culture. Significant progress has been made in developing environmental habits and integrating sustainability into daily routines.

For the coming year, the program should prioritize consolidating routines, enhancing family involvement, and strengthening interdisciplinary links to maximize the educational impact of sustainability across the school community. By fostering continuous reflection, clear communication, and active participation, the Eco-School program will continue to evolve as a cornerstone of SSAD's commitment to environmental responsibility and education for sustainable development.

4. COMMUNITY WELLNESS PROGRAM

4.1. Introduction

Under the leadership of Nicolás Ferreira, P.E. Teacher, the Community Wellness Program at the Spanish School of Abu Dhabi has continued to evolve during the 2024-2025 academic year, building on the foundations of the former Healthy Living initiative. This program now integrates Physical Education, Nutrition, Student Clubs, and broader Wellness and Community Engagement initiatives to support the holistic development of students and promote a healthy, active, and socially responsible lifestyle.

The program has been successful in promoting daily physical activity through school sports clubs, a morning activity initiative, and an internal football league. It has also fostered healthy habits through weekly health newsletters to families, enhanced hygiene practices, and participation in significant events such as Sports Week, the Solidarity Race, and various celebrations tied to cultural identity. Involvement with local institutions, such as the Al Jazeera Club, has further strengthened connections to the community while encouraging interest in sports and healthy living.

4.2. Proposed Improvement Goals in this Area

4.2.1. Community Wellness and Engagement

- Develop a structured, annual program of wellness and physical activity events, ensuring alignment with broader school programs and the academic calendar.
- Strengthen collaborations with local institutions and organizations to expand opportunities for health and sports-related initiatives.
- Foster greater family involvement through the creation and promotion of a **Family Wellness Club** to encourage healthy habits beyond the school environment.
- Enhance the visibility and impact of initiatives linking wellness with values such as solidarity, responsibility, and cultural respect.

4.2.2. School Nutrition and Healthy Eating

- Advocate for improvements to the school menu by incorporating a mix of local and Spanish products to reflect both nutritional value and cultural heritage.
- Reinforce educational efforts on healthy eating habits through continued communication with families and integration into wellness activities.

4.2.3. Physical Education and Sports

- Continue developing inclusive sports opportunities through events like Sports Week, internal leagues, and participation in ADEK competitions.
- Broaden the scope of sports outings to include alternative activities (e.g., climbing, kayaking, swimming) that promote varied physical skills and engagement.
- Improve PE resources and facilities to meet the needs of students, including a review of the PE uniform for better suitability.
- Maintain and strengthen coordination within the PE department to ensure consistency in practice, evaluation, and student engagement.

4.2.4. Clubs and Lunchtime Activities

- Consolidate and expand the offer of **school clubs**, ensuring they align with student interests and contribute to wellness and social development.
- Continue the development of the internal **football league** as a platform for engagement, teamwork, and the promotion of healthy competition.
- Increase student involvement in club management and operations to foster leadership, responsibility, and autonomy.

4.2.5. Monitoring and Evaluation

- Establish clearer systems for monitoring participation in wellness and physical activities, ensuring consistent data collection to inform future planning.
- Regularly evaluate the impact of wellness initiatives on student well-being, physical health, and social integration through feedback from students, families, and staff.
- Ensure consistent follow-up on actions such as energy, water saving, and hygiene awareness campaigns linked to overall wellness goals.

4.2.6. Health and Wellness Education

- Reinforce the connection between wellness, health education, and UAE National Identity through activities highlighting intercultural respect and shared traditions.
- Incorporate targeted activities focused on disease prevention, personal hygiene, and the development of healthy lifestyle habits into the wellness curriculum.
- Promote awareness of cancer prevention and other health-related topics through informative sessions and school-wide campaigns.

4.3. Conclusion

The Community Wellness Program has made significant strides in enhancing student well-being through a comprehensive approach that integrates physical education, nutrition, health promotion, and community engagement. Through a variety of activities and initiatives, the program has reinforced healthy habits, strengthened ties with families and local organizations, and promoted cultural values aligned with the school's mission.

Moving forward, further alignment of planning, clearer structures for evaluation, and greater family involvement will ensure the program continues to foster a positive, active, and health-conscious school environment that benefits all members of the SSAD community.

5. COMMUNITY SERVICE (SOLIDARITY AND VOLUNTEERING) PROGRAM

5.1. Introduction

Under the leadership of Dolores Calatrava, KG Teacher, the Community Service (Solidarity and Volunteering) Program at the Spanish School of Abu Dhabi has continued to promote empathy, civic engagement, and a strong sense of responsibility throughout the 2024-2025 academic year. This program, through collaboration with the National Identity team and other school initiatives, has fostered a culture of solidarity and service within the school community.

Throughout the year, the program has engaged students, families, and staff in a variety of meaningful activities aimed at supporting vulnerable populations, raising awareness of global and local issues, and encouraging active participation in humanitarian causes. Key highlights include breast cancer awareness campaigns, humanitarian collections, support for disadvantaged staff members, environmental initiatives, and participation in the global Voices Around the World project. These initiatives have contributed to strengthening empathy, kindness, and collective responsibility across the school.

5.2. Proposed Improvement Goals in this Area

5.2.1. Promotion of Solidarity and Volunteering

- Establish an **Annual Solidarity Day** dedicated to student-led initiatives that promote community service and raise awareness on key social and humanitarian issues.
- Increase the visibility of solidarity actions through dedicated spaces within the school to display achievements, photos, and student reflections to inspire wider participation.
- Create awards or recognition schemes for students and staff who actively contribute to volunteering initiatives, fostering a culture of sustained engagement.

5.2.2. Community Engagement

- Expand partnerships with external organizations such as the **Red Crescent, Abu Dhabi Police**, and other local humanitarian entities to enhance the impact and reach of the program.
- Strengthen ties with families by actively involving them in workshops, activities, and volunteering opportunities, moving beyond passive participation to active collaboration.
- Broaden environmental initiatives beyond beach cleanups to include activities such as tree planting and sustainability projects involving the wider school community.

5.2.3. Student Involvement

- Continue fostering student leadership through projects that encourage responsibility, empathy, and teamwork.

- Provide opportunities for students to propose and lead new volunteering initiatives aligned with school values and community needs.
- Reinforce student participation in global initiatives like **Voices Around the World**, integrating music, creativity, and solidarity into service learning.

5.2.4. Overcoming Barriers

- Address low participation in certain activities by adjusting scheduling (e.g., holding activities during school hours where possible) and offering more varied and accessible opportunities.
- Plan activities well in advance and ensure clear communication with families to facilitate greater involvement.
- Evaluate and adapt strategies to encourage participation across different age groups, ensuring inclusivity and engagement for all students.

5.3. Conclusion

The Community Service (Solidarity and Volunteering) Program has successfully strengthened the culture of empathy, responsibility, and civic engagement within the Spanish School of Abu Dhabi. Through diverse activities and collaborations, the program has not only raised awareness of important social and environmental issues but has also fostered a compassionate, proactive school community.

Moving forward, expanding partnerships, increasing family involvement, and providing further recognition and visibility for these initiatives will help solidify community service as a core value and practice within the school, inspiring students to carry these principles beyond the classroom into their lives as responsible global citizens.

6. EDUCATIONAL VALUES PROGRAM

6.1. Introduction

Under the leadership of Sarah Ibrahim, Islamic Studies Teacher, the Educational Values Program at the Spanish School of Abu Dhabi continues to play a key role in shaping the school's ethos through the promotion of respect, empathy, compassion, responsibility, and inclusion. Integrated closely with the National Identity program, this initiative reinforces values that align with both Emirati and Spanish cultural heritage while encouraging students to become respectful, responsible, and active members of their communities.

Throughout the academic year 2024-2025, the program successfully engaged students across all grades through interactive workshops, awareness campaigns, humanitarian initiatives, and collaborative projects. Key highlights included values-themed weeks (Respect, Compassion, Determination, Diversity), the Mosaic for Gaza, the Emirates Humanitarian City campaign, and targeted sessions on Wadeema's Law to reinforce children's rights, responsibilities, and the importance of lawful, respectful behavior.

6.2. Proposed Improvement Goals in this Area

6.2.1. Activity Planning and Coordination

- Establish a structured, **yearlong cultural initiative** titled "Influential Figures Across Cultures," launching with the Prophet's Birthday and expanding to include prominent figures from Emirati, Spanish, and other global cultures.
- Integrate values-based activities more consistently into the academic calendar to ensure deeper impact and continuity throughout the year.
- Ensure future workshops and sessions allow for extended time, enabling more thorough discussion, reflection, and engagement.

6.2.2. Inclusion and Student Leadership

- Expand student participation beyond the Student Council in future humanitarian and values-driven initiatives to foster wider ownership and inclusivity.
- Reinforce opportunities for student voice and leadership through reflection boards, visual campaigns, and peer-led projects that promote empathy, resilience, and social responsibility.
- Revisit collaboration with **ZHO** through planned visits to strengthen students' understanding of inclusion and services supporting People of Determination.

6.2.3. Integration with National Identity Program

- Continue aligning values activities with UAE National Identity initiatives, using shared cultural celebrations and values to reinforce respect, diversity, and coexistence.
- Further embed awareness of UAE laws (e.g., Wadeema's Law) into activities that connect legal rights and responsibilities to everyday student life, including digital behavior and school coexistence.

6.2.4. Family and Community Engagement

- Involve families more actively in key campaigns, workshops, and values-based activities to extend the impact of these lessons beyond the school environment.
- Strengthen collaborations with external organizations (Red Crescent, Abu Dhabi Police) to enhance the scope and authenticity of community service and values education.
- Expand initiatives like the **Ramadan Boxes** campaign to include contributions both within and beyond the school community.

6.3. Conclusion

The Educational Values Program has significantly contributed to reinforcing respect, empathy, responsibility, and compassion within the school community. By integrating cultural, humanitarian, and legal perspectives into its activities, the program has deepened students' understanding of how values shape individual actions and community wellbeing.

Moving forward, more structured planning, greater student inclusivity, extended collaboration with external partners, and enhanced integration with the National Identity program will ensure the continued success and meaningful impact of this initiative across the Spanish School of Abu Dhabi.

7. NATIONAL IDENTITY PROGRAM

7.1. Introduction

Under the leadership of Carole Hanania, Moral Education and UAE Social Studies Teacher, with the significant addition in January of Fatima AlKetbi, Cultural Engagement and P.A. to Principal, the UAE National Identity Program at the Spanish School of Abu Dhabi has been instrumental in promoting cultural awareness, fostering pride in Emirati heritage, and strengthening students' understanding of the UAE's values, traditions, and history. This academic year marked the program's most comprehensive implementation to date, aligning more intentionally with other school initiatives in culture, values, sustainability, and community service to deliver a holistic approach to national identity education.

Throughout 2024-2025, the program successfully delivered a range of activities that engaged students in learning about UAE heritage, national achievements, environmental responsibility, and cultural values through field trips, workshops, celebratory events, and school-wide campaigns. The collaboration between Carole and Fatima has allowed for a richer, more authentic representation of Emirati identity, integrating both cultural expertise and educational strategies.

Key events included Emirati Women's Day, Flag Day, National Day celebrations, and educational visits to the National Archives, Umm Al Emarat Park, and other culturally significant sites. These experiences were complemented by participation in broader initiatives like Voices Around the World, Mosaic for Gaza, and collaborations with Eco-School, demonstrating the interconnectedness of national identity with wider social, environmental, and humanitarian values.

7.2. Proposed Improvement Goals in this Area

7.2.1. Program and Project Enhancement

- **Strengthen curriculum integration** through enhanced mapping of UAE heritage, leadership, and national values across subjects and school activities.
- **Expand student-led projects** focusing on research, presentations, and creative outputs centered on UAE history, cultural figures, and national achievements.
- **Develop a Heritage Week** as an annual school-wide event to showcase student work, performances, and exhibitions celebrating Emirati traditions, values, and history.
- **Establish a UAE Identity Club** to foster deeper student engagement, providing opportunities for leadership, project development, and peer-led initiatives connected to national identity.

7.2.2. Service Learning and Community Engagement

- **Broaden partnerships** with local organizations such as the Red Crescent, Abu Dhabi Police, and cultural foundations to strengthen connections between students and the wider Emirati community.

- **Expand experiential learning** opportunities through visits to key institutions such as the National Center of Meteorology and Heritage Village to deepen understanding of UAE culture, environment, and governance.
- **Introduce inter-school competitions** and debates focused on national identity, sustainability, and cultural heritage to promote civic engagement and critical thinking.

7.2.3. Workshops and Family Involvement

- **Offer cultural awareness workshops for expatriate teachers** to build a deeper understanding of Emirati traditions and values, supporting cultural alignment across the school.
- **Increase family participation** through workshops, events, and cultural activities that invite parents to share traditions, stories, and heritage practices.
- **Implement cultural initiatives** such as Cultural Dress Week, National Cuisine Day, and Traditional Music and Dance Workshops to further engage students and families in celebrating UAE identity.
- **Launch a student-led heritage newsletter** featuring articles on traditions, crafts, holidays, and family stories, enhancing student ownership and community engagement.

7.3. Conclusion

The UAE National Identity Program has grown in scope, quality, and impact thanks to the collaborative leadership of **Carole Hanania** and **Fatima AlKetbi**, who together have successfully aligned educational initiatives with authentic cultural experiences. This year's achievements reflect a strong foundation for further growth, deepening students' appreciation of UAE heritage while reinforcing values of diversity, respect, and global citizenship.

Moving forward, the program's focus should remain on enhancing integration across the curriculum, expanding community partnerships, and increasing opportunities for meaningful student and family engagement. These efforts will ensure that the Spanish School of Abu Dhabi continues to foster a deep, authentic connection to UAE culture while promoting shared values that resonate across both local and international communities.

FINAL OBSERVATIONS AND CONCLUSIONS:

The improvement proposals outlined in this year's school programs and projects present clear, practical pathways to continue enhancing the educational experience and community engagement at the Spanish School of Abu Dhabi. Through their successful implementation, the school can further strengthen the following key areas:

1. **STEAM and Digital Learning Program:** Continued development of hands-on, future-oriented learning through the integration of AI, digital literacy, and innovative practices that promote critical thinking and problem-solving across disciplines.
2. **Cultural and Artistic Engagement Program:** Enriching students' educational experience through music, arts, and cultural activities that foster creativity, cultural awareness, and meaningful connections to both Spanish and Emirati heritage.

3. **Eco-School Sustainability Program:** Advancing sustainability education through environmental initiatives, student-led activities, and community partnerships to embed eco-conscious practices into daily school life.
4. **Community Wellness Program:** Expanding from Healthy Living into a broader wellness initiative, encompassing physical education, nutrition, extracurricular activities, and community engagement to promote lifelong healthy habits and well-being.
5. **Community Service (Solidarity and Volunteering) Program:** Reinforcing civic responsibility and empathy through structured opportunities for students to actively engage in meaningful service, both within the school and the wider community.
6. **Educational Values Program:** Strengthening the integration of core values such as respect, compassion, and responsibility through cross-curricular initiatives, student leadership, and alignment with UAE National Identity priorities.
7. **National Identity Program:** Significantly enhanced this year through dedicated leadership and cultural expertise, the program deepens students' connection to UAE heritage and values, fostering pride, respect, and intercultural understanding through experiential learning, workshops, and collaborative projects.

Overall, the programs collectively contribute to cultivating a vibrant, inclusive, and dynamic learning environment that aligns with the school's mission and vision. They promote academic excellence, cultural appreciation, civic engagement, and social responsibility, preparing students to thrive as respectful, empathetic, and globally-minded individuals.

Attached are the detailed reports for each program, as written by the coordinators and participants:

- **David Vílchez (STEAM and Digital Learning)**
- **Lilliam Marín (Cultural and Artistic Engagement)**
- **David Benito (Eco-School Sustainability)**
- **Nicolás Ferreira (Community Wellness)**
- **Dolores Calatrava (Community Service / Solidarity and Volunteering)**
- **Sarah Ibrahim (Educational Values)**
- **Carole Hanania & Fatima AlKetbi (National Identity)**



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END OF THE YEAR REPORT

SCHOOL PROGRAMS AND PROJECTS

STEAM PROGRAM
Coordinator: David Vilchez

ACADEMIC YEAR: 2024-2025



PROGRAM/SCHOOL PROJECT: STEAM

RESPONSIBLE STAFF:

David Vílchez

TIMELINE:

Implementation Calendar

(26 August 2024 – 1 July 2025)

August 2024

- Launch of Google Classroom training (*concluded in September*).
- Activation of permanent technical support for digital platforms.
- Start of the search for alternative platforms to meet emerging needs.
- Kick-off of the new school website project (*ongoing until July*).
- Creation of the Google Drive 24-25 folder structure and staff onboarding (*completed in September*).

September 2024

- Full redesign of the STEAM course with integrated Artificial Intelligence, to run through July.

October 2024

- Drafting and submission of the AI Integration Report requested by the Senior Leadership Team.

January 2025

- Distribution of the Digital Competence Self-Assessment to staff and initial analysis (*continues to June*).
- Review and removal of redundant digital tools.
- Drafting of ADEK-aligned Digital Policies (*to finish in March*).
- Introduction of AI to the school: safe tool recommended for student use.

February 2025

- Follow-up on ADEK Digital Policies rollout and first review of the digital competence self-assessment.

March 2025

- Deployment of the Digital Resource Request Form.
- Finalization of the ADEK Digital Policy document.

April 2025

- Compilation of the current-year digital inventory and initial planning for the next year.
- Start of the licence-renewal process based on inventory data and actual usage.

May 2025

- Continuation of inventory work and adjustment of licences and subscriptions.

June 2025

- Completion of the inventory and confirmation of licences for 2025-2026.

July 2025

- Closure of annual projects: platform support, STEAM with AI, alternative platforms, digital inventory, licence renewals and publication of the new school website.



**ESTABLISHED
OBJECTIVES:**

- Train all teachers in Google Classroom (English and Spanish).
- Ensure continuous operability of educational platforms through ongoing technical communication.
- Replace tools with shortcomings by more effective alternatives.
- Redesign the STEAM Future Academy program to match real needs, add practical components and include AI.
- Evaluate teachers' Digital Competence to identify strengths and training needs.
- Catalogue and organize all digital platforms and tools available at the school.
- Eliminate redundant tools to optimize resources.
- Draft Digital Policies aligned with ADEK requirements and the school context.
- Prepare an AI Integration and Enhancement Plan to guide implementation and monitoring.
- Implement a standardized form for requesting and assessing new digital resources.
- Embed AI in teaching and learning, providing responsible-use training for staff and students.
- Design a renewed institutional website that reflects the school's identity and improves communication.
- Organize a clear, ordered Google Drive structure for 2024-2025.
- Assess and adjust digital licence renewals according to real usage and needs.

**ACTIVITIES CARRIED
OUT AND LEVEL OF
COMPLIANCE:**

- **Google Classroom training:** Sessions delivered at the start of the school year in English and Spanish; staff share a common usage baseline.
 - *Completed.*
- **Platform support:** Continuous technical communication; issues resolved and services kept operational throughout the school year.
 - *Completed.*
- **Alternative platforms:** At the secondary level, Science Bits will replace Anaya B&G, while Tekman will replace Anaya for Language and Literature.
 - *Partially completed*, as it would be appropriate to find a replacement for Anaya's Geography and History in Secondary.
- **STEAM Future Academy:** Programme replanned with a practical focus and AI integration based on real needs.
 - *Completed*, as the programme for next year drops the STEAM Future Academy platform in favour of a more hands-on approach that includes an introduction to Artificial Intelligence (AI).
- **Teacher digital assessment:** Survey conducted and analysis of competences and training needs completed.
 - *Completed*, with the following actions to be carried out next school year to ensure continuity: implementation of the next steps from the "Results Analysis."



	• Digital inventory: Catalogue and cost breakdown of all available digital platforms and tools. - <i>Completed</i> with the situation analysis for 2024-2025 and planning for 2025-2026. • Eliminate duplicate digital tools: Analysis of the platforms and tools available to the school. - <i>Completed</i> by not renewing the Edpuzzle licence because it duplicates a tool already available in Google Classroom. • ADEK digital policies: Document drafted and aligned with ADEK requirements and the school context. - <i>Completed.</i> • AI report: Integration plan and five-year vision drafted, setting out improvements for AI at school level. - <i>Completed.</i> • Digital resource request process: Standardised form created and shared with staff. - <i>Completed</i>, pending evaluation of its use by teachers. • AI at school level: Introduce AI for teachers to automate tasks and for students to learn proper, responsible use. - <i>Partial:</i> a safe tool (School AI) has been shared as a permanent classroom resource for students. Training and guidance for student use are planned for the 2025-2026 school year. • New school website: Design completed; awaiting technical implementation by the external provider. - <i>In final phase</i>, pending the final outcome from the technical professional in charge. • Google Drive structure 24-25: Master folder and subfolders created between August and September to establish a clear, organized repository for information and files. - <i>Completed</i> and actively used by staff. • Licence renewal: Analysis of platform and tool usage and communication of renewal/contracting recommendations. - <i>Completed:</i> the number of licences for each platform has been reviewed and adjusted to match actual staff usage.
EVALUATION AND REFLECTION OF RESULTS:	The initial Google Classroom training was completed with solid participation; all teachers now possess basic knowledge of the platform in both English and Spanish, which has streamlined task management and improved usage processes. To maintain this momentum, a brief refresher session at the start of next school year, focused on advanced best practices, would be beneficial. Technical support for the platforms operated continuously and effectively, resolving issues without disrupting pedagogical continuity; it will be useful to preserve the support channel and document recurrent cases to identify effective solutions. Regarding alternative platforms, replacing Anaya with Science Bits in Science and with Tekman in Language is expected to enhance the classroom experience for teachers and, above all, for students, although a suitable option is still needed for Geography and History in Secondary.



	The STEAM course is being re-designed: the STEAM Future Academy platform has been removed, and a more practical approach with Artificial Intelligence integration is being adopted, which should further connect student learning to current developments; it will be important to review first-term results and make any necessary adjustments. The teacher digital-competence self-assessment has provided a clear picture of strengths and areas for improvement. Based on this diagnosis, a personalized training itinerary will be designed, and the self-assessment will be repeated next semester to measure progress. At the same time, the digital inventory offers a complete map of resources and platforms to encourage their use and optimization; ongoing usage analysis is essential for renewal recommendations. Eliminating duplications, such as discontinuing Edpuzzle, has streamlined tool usage. Reviewing the use of digital platforms and tools has realigned needs and helped reorganize the allocated budget. The digital policies drafted in line with ADEK guidelines are now complete; distributing a clear visual summary would aid compliance. The AI integration report sets the school's medium-term vision and defines monitoring indicators. It was shared with the school's leadership team upon request. The digital resource request form is in use; future analysis of its uptake may identify process improvements. At school level, some teachers already use AI, and <i>School AI</i> has been recommended for student use; the next step is to introduce it to students and provide responsible use guidelines for both students and staff. The redesign of the institutional website is in its final phase: only the technical completion remains before publication. Finally, the new Google Drive structure, organized at the beginning of the year, has made document retrieval easier and can serve as a model for next year.
IMPROVEMENT PROPOSALS:	As an improvement line, the first step will be to review the aspects that did not achieve the expected results and adjust them for the next school year. From there, it is advisable to analyze the needs expressed by the teaching staff to offer them useful and effective digital solutions. Among the priority actions is the implementation of the steps defined in the analysis of the Teacher Digital Competence Self-Assessment: to create a website where resources are classified by levels and subject areas, which will allow quick access; to design small, tiered training sessions or tutorials for teachers (basic, intermediate and advanced) on tools that facilitate differentiation in the pupils' learning process and provide digital tools and resources that make classes more interactive and gamified; and to offer individual mentoring both to those who request it and to those identified as likely to benefit from it. Finally, it is essential to maintain continuous professional development and ongoing updating in digital and artificial-intelligence tools, so that they can be progressively incorporated into educational practice and meet current demands both for students in the classroom and for teachers in their work.



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END OF THE YEAR REPORT

SCHOOL PROGRAMS AND PROJECTS

**CULTURAL AND ARTISTIC
ENGAGEMENT PROGRAM**
Coordinator: Liliam Marin

ACADEMIC YEAR: 2024-2025



PROGRAM/SCHOOL PROJECT: Cultural Activities and Engagement

RESPONSIBLE STAFF: Lilliam Marin

TIMELINE: All Academic Year

ESTABLISHED OBJECTIVES:

Create and strengthen cultural ties within our school community through authentic experiences both inside and outside the school that integrate the arts and various cultural expressions.

These activities aim to promote cultural identity, respect for diversity, and the personal enrichment of students, while fostering tolerance, critical thinking, creativity, emotional expression, and teamwork.

Through music, theater, painting, and other artistic manifestations, the goal is to develop students' sensitivity, cultural appreciation, and talent, connecting their education with the cultural life of the community and preparing them to interact in a globalized world. This interdisciplinary approach contributes holistically to their cognitive, emotional, and social development.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE:

Events and Activities Held During the School Year:

- Celebration of Hispanic Day
- Celebration of the UAE National Day
- International Virtual Choir Project "VOICES AROUND THE WORLD" for the 2024/25 school song
- Mangrove Ecosystem Contest launched by the Abu Dhabi Environment Office, Ecoschool, and the Art Department
- Creation of the SSAD School Anthem
- Exhibition on Olmec Culture (Louvre)
- Musical Theater Play about Mozart (Cultural Foundation)
- National Art Expressions Program by Adek
- *The Jungle Book* (Theater play)
- International Day
- Music and Art Festival
- Podcast and Painting Contest on UAE National Identity
- Piano Recital by After-School Program
- Band/Choir Club Ensemble (Grades 1 to 3)
- Musical Theater Play *Dumbo*
- Open Music Class for Parents
- Piano Category Competition – Mawhibaty (Adek)
- Partnership with the Cultural Foundation

EVALUATION AND REFLECTION OF RESULTS:

The development of the Creative Arts and Cultural Activities program during this school year has represented a transformative opportunity for both students and the educational community as a whole. Throughout the year, the program has evolved from an initiative with defined objectives into an integrating axis of emotional, cultural, social, and artistic learning.



	One of the most significant achievements has been the promotion of cultural identity and respect for diversity. Active participation in emblematic events such as the UAE National Day, Hispanic Day, and Adek's National Art Expressions Program has offered students a space to understand and appreciate the richness of different cultures, nurturing a global, inclusive, and empathetic citizenship. Likewise, an interdisciplinary approach has been consistently present. Activities such as building ecosystems with recyclable materials, participating in environmental contests, and collaborating with organizations like EcoSchool and the Abu Dhabi Environment Office have allowed students to apply their artistic knowledge in service of ecological and social awareness. These experiences have strengthened not only their creativity but also their critical thinking and sense of responsibility as global citizens. The artistic dimension of the program has been greatly enriched through cultural visits, such as those to the Louvre Abu Dhabi and the Cultural Foundation (with whom we have established a partnership), where students were able to connect firsthand with art and classical music. Theater performances—both as audience members and as performers—and the creation of projects like the School Anthem and the Music and Arts Festival have been fundamental in fostering personal expression, self-esteem, and teamwork. Initiatives such as participation in “Voices Around the World” or the Podcast and Painting Contest on National Identity have allowed students to share their voices and talents with a wider audience, extending beyond the school walls and enhancing their international projection. Finally, opening the music classroom to families through open classes and artistic showcases has strengthened the school-community bond, encouraging active family involvement and recognizing students' effort and talent in a setting of collective celebration. In conclusion, the program has been much more than a sequence of activities: it has been a vehicle for holistic development, a bridge between cultures, disciplines, and generations, and a pedagogical tool that has enriched the school experience with purpose, sensitivity, and creativity. This year has laid a solid foundation for continuing to build an educational proposal that celebrates art as a universal language and a driver of social transformation.
IMPROVEMENT PROPOSALS:	Establish a clearer and more effective structure and planning for coordination meetings between the different programs. Define an agenda in advance. Improve interdepartmental and inter-program communication. Align pedagogical objectives and coordinate cross-curricular events or joint interdisciplinary initiatives. Conduct internal evaluations at the end of each term.



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END OF THE YEAR REPORT

SCHOOL PROGRAMS AND PROJECTS

ECO-SCHOOL
SUSTAINIBILITY PROJECT
Coordinator: David Benito (David B.)

ACADEMIC YEAR: 2024-2025



PROGRAM/SCHOOL PROJECT: ECO-SCHOOL PROJECT

RESPONSIBLE STAFF:

David Benito

TIMELINE:

First Term (September - December)

- **Initial waste separation workshops:** training on the correct use of litter bins, explanation of the colour system and first informative posters in classrooms and corridors.
- **Start of the composting system:** installation of the compost bin, awareness workshops on organic waste, explanation of the correct use and first collection practices.
- **Environmental talks (Parent):** educational sessions on water purification and sustainability.
- **Integration of environmental content in the curriculum,** especially in Natural Sciences/Cognition of the Environment.

Second Term (January - March)

- **Abu Dhabi mangrove project:** research, interdisciplinary work, creation of murals and models in different classes.
- **Beach Clean-Up:** trip to the beach to collect waste, sorting and subsequent reflection in class (low participation).
- **Start of the mini-indoor school garden:** due to the climate, an indoor garden with automatic irrigation was chosen.
- **Energy and water-saving campaign:** people in charge are appointed to check lights, screens and taps; initial acceptance is good.

Third Term (April - June)

- **Aluminium can collection campaign:** installation of collection point, weighing and counting, raising awareness of metal recycling.
- **Beach Clean-Up:** new outing with little family and student participation.
- **Monitoring of the composting and waste system:** reactivation of training and reinforcement of good practices when persistent errors were detected.
- **Monitoring of the indoor school garden:** maintenance of plants by pupils, rotation of responsibilities.
- **Closure and review of the Eco-School work:** compilation of results and drafting of final reports.

ESTABLISHED OBJECTIVES:

- Raise awareness among the entire educational community about sustainability and care for the environment.
- Integrate environmental content into the curriculum of the different areas.
- Establish and maintain a functional school garden during the cooler months.
- Promote school composting as a form of organic waste management.
- Implement waste separation and recycling of materials, especially plastic, paper, organic and aluminium.
- Reduce energy consumption and water wastage at the school.
- Encourage active participation campaigns, such as collecting aluminium cans, cleaning beaches, etc., to promote the circular economy.



ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE:	School garden: Preparation of beds, soil preparation, planting with students from various grades. → <i>Partially achieved:</i> Due to the heat and extreme weather, a mini indoor garden with automatic irrigation was created. Composting system: installation of compost bin, workshops on organic waste, weekly collection of leftovers. → <i>Mostly fulfilled:</i> good participation of students and staff, although next year we will have to revisit the issue as there are students who continue to throw away waste that does not belong there, such as plastic bottles, yoghurts, plastic cutlery, etc. . Waste separation: initial training on coloured litter bins, posters in classrooms and corridors, review of their use by students. → <i>Greatly achieved:</i> still needs more consistency and supervision. Although progress has been made in implementing the system, some students continue to mix waste in the wrong bins, indicating that more consistency, monitoring and educational reinforcement on proper waste separation is still required. Abu Dhabi mangroves project: research, interdisciplinary activities and creation of murals and models to highlight the importance of mangroves as key ecosystems for biodiversity and coastal protection. → <i>Completed:</i> high student involvement and connection with the local environment. Beach Clean-Up / Beach Clean-Up: Organisation of several outings during the course to clean up nearby beaches. The activity included waste collection and sorting, as well as subsequent classroom sessions to reflect on the impact of waste on marine and terrestrial ecosystems. → <i>Partially achieved:</i> Very low participation by both pupils and families, despite prior dissemination. The low attendance may be because the activities were organised at the weekend, outside school hours. Aluminium can collection campaign: raising awareness of metal recycling, installation of collection point, weighing and counting. → <i>Successfully completed:</i> student participation and measurable results. Environmental talks and workshops: waste separation, importance of mangroves for Abu Dhabi, desalination and water purification in UAE (Father of a student in grade 4). → <i>Completed:</i> high participation and good assessment. Green curriculum: inclusion of environmental issues in environmental knowledge. → <i>Completed:</i> Environment-related topics have been worked on in several subjects, especially in environmental knowledge, where content on ecosystems, recycling, sustainability and conservation of the natural environment has been addressed. Energy and water saving campaign: pupils checked lights and screens in classrooms and used water appropriately. → <i>Partially achieved:</i> good initial acceptance but lacked continuity in the last weeks.
EVALUATION AND REFLECTION OF RESULTS:	Achievements: ● Effective inclusion of environmental content in the curriculum, especially around environmental knowledge, where key issues such as sustainability, ecosystems, recycling and conservation of the environment have been worked on. ● Good reception of the environmental talks and workshops, as well as the involvement of pupils in the project on the mangroves of Abu Dhabi, which has favoured a direct connection with the local environment and the development of interdisciplinary skills. ● Good involvement of pupils and some families.



	• The composting system has been consolidated as a pedagogical and functional tool, with active participation of pupils in the collection of organic waste. • Increased environmental awareness at school and at home. • Practical activities connected to real life. • As for the school garden, although it has not been possible to maintain it outdoors due to weather conditions, the project has been adapted to an indoor format with automatic irrigation, partially fulfilling the objective of its active maintenance during the school year. Difficulties: • Extreme weather conditions that affect the outdoor garden and limit the development of outdoor activities. • Despite efforts in training and signage, waste separation still requires more consistency and supervision, as errors in sorting are still observed. • The management of composting has been particularly difficult, as the school does not have a suitable site that meets the minimum requirements of humidity, shade and temperature necessary for effective composting, given the environmental conditions in the United Arab Emirates. • The energy and water saving campaign was well received at the beginning, but lost follow up in the last few weeks, due to the times when students can record the data, which points to the need to establish a more consistent and visible monitoring system by the students and to review the times of recording. • One of the most important challenges has been the low participation in beach clean-up activities, both by pupils and families. Although these actions were aligned with the objectives of circular economy and connection with the environment, the low involvement (possibly related to the weekend organisation) limited the scope of this initiative. • Sometimes, the saturation of the school calendar prevents the proper implementation or continuity of certain activities, which affects the impact and sustainability of some projects. • In summary, significant progress has been made in terms of environmental awareness, curricular integration and pupil participation in specific activities. However, more work needs to be done to consolidate sustainable habits, to reinforce accompaniment and supervision in key actions such as waste separation, and to seek more effective strategies for family and community participation in activities outside school hours.
IMPROVEMENT PROPOSALS:	Design a realistic and coordinated calendar with the rest of the school activities to guarantee the continuity and follow-up of the Eco-School projects without being affected by the saturation of the school calendar. Consolidate the waste separation system through workshops and visual reinforcement, regular monitoring by classroom managers and practical refresher sessions for pupils. Organise short refresher sessions, practical or gamified activities on waste separation, composting, water and energy saving, to reinforce learning and commitment to sustainable habits. Establish from the first weeks of the course a team of environmental managers per stage, with clear functions (watering, composting, waste bin control, energy saving) that rotate weekly, fortnightly or monthly. Give continuity to successful campaigns such as the collection of cans with specific goals, visual communication of achievements and possible incentives to keep pupils motivated.



Extend **interdisciplinary work** including environmental issues in other subjects such as art, language or mathematics, in order to naturalise the ecological approach in the curriculum.

Encourage the involvement of families through ecological challenges at home, open workshops, talks or joint activities that reinforce the school-home connection around environmental values.

Review and adapt outdoor spaces to facilitate their use during months of extreme temperatures.

Organise workshops or training sessions for families, with the aim of actively involving them in the Eco-School programme, reinforcing sustainable habits at home and sharing good environmental practices, such as composting at home, reducing plastics, reusing materials, etc. **Evidence of community involvement.**

Review and adapt the school's outdoor spaces to facilitate their use even during the months of extreme heat, with the aim of guaranteeing the maintenance of activities such as the vegetable garden or outdoor projects.

Rethink the format of activities with low participation, such as beach clean-ups, evaluating their use during school hours or integrating them into broader and more motivating events.

Design and disseminate a monthly or bimonthly Eco-School newsletter, as a communication tool with the educational community, where the actions carried out, the challenges underway, pupils' achievements, interviews and proposals to continue promoting sustainability from home and from the school are collected.



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FINAL REPORT OF SCHOOL PROGRAMS AND PROJECTS

COMMUNITY WELLNESS PROJECT
AND PHYSICAL EDUCATION
Coordinator: Nicolás Ferreira

ACADEMIC YEAR: 2024-2025



SCHOOL PROGRAM: COMMUNITY WELLNESS PROGRAM

RESPONSIBLE STAFF: NICOLÁS F. FERREIRA

TIMING: ANNUAL

**ESTABLISHED
OBJECTIVES:**

1. Promote daily physical activity.
2. Involve families in health promotion.
3. Encourage participation in community service activities as part of social welfare.
4. Assist and promote active habits and social integration through sport, promoting values such as respect, teamwork and healthy living.
5. Promote personal hygiene and disease prevention.
6. Adapt the school environment to a healthy lifestyle using spaces that favor play and learning while respecting local temperatures.
7. To raise awareness among students about cancer prevention by promoting healthy lifestyle habits and knowledge of avoidable risk factors.
8. To promote physical activity and intercultural respect through the practice of traditional games and sports from Spain and the United Arab Emirates.
9. To promote coexistence, cultural identity and emotional well-being of students through the celebration of national and international conferences that promote respect, diversity and healthy lifestyle habits in a multicultural environment.
10. To promote in the educational community the adoption and example of the values and cultural identity of the United Arab Emirates, fostering respect, tolerance and coexistence as the basis for a healthy and harmonious lifestyle.

**ACTIVITIES CARRIED
OUT AND LEVEL OF
COMPLIANCE:**

1. Creation of school sports clubs.
1. Development of morning activity.
1. Creation of an internal football league through a school club.
2. Weekly email sending indicating healthy habits.
3. Students who carry out surveillance of playgrounds, dining room, supervision during prayer.
4. Invitations to football matches of the AL JAZERA club.
5. Promotion of cleanliness after sports.
6. Be careful during sports practice of the different situations that can harm our state of health.
7. Solidarity race.
8. Sports Week.
8. Football match with students and families.
8. Participation in sporting events proposed by ADEK in different categories.
9. Participation in International Day.
9. Spain Day Participation.
10. Participation in the UAE National Day.



**EVALUATION AND
REFLECTION OF THE
RESULTS:**

- The creation and development of school sports clubs has been essential to encourage the regular practice of physical activity among students, promoting a healthy lifestyle from an early age. The incorporation of morning activity has encouraged students to start the day with exercise, which improves their energy, concentration and general well-being. The creation of an internal football league through the school club has generated a space for the development of sports skills, teamwork and a healthy competitive spirit, reinforcing the motivation and commitment of the students.
- Sending weekly emails with recommendations on healthy habits has been an effective strategy to keep families and students informed, reinforcing at home the importance of a balanced diet, adequate rest and constant physical activity. The active participation of the students in the surveillance of playgrounds, dining room and supervision during prayer has promoted a sense of responsibility, autonomy and care for the environment, also contributing to a better school coexistence.
- The Al Jazeera club's invitation to football matches has brought students closer to the local sports culture, strengthening their integration into Abu Dhabi's cultural context and sparking their interest in professional sport. The promotion of personal hygiene after sports has improved hygiene routines, reduced the risk of diseases and promoted healthy habits that will accompany students throughout their lives.
- Special emphasis has been placed on care during sports practice, identifying and preventing situations that could harm health, such as blows, dehydration or poor technique, guaranteeing a safe and effective practice. The organisation of a solidarity race has been an enriching activity that has linked sport with social values such as solidarity and community commitment, generating a positive impact on the motivation of the students.
- Sports Week has been an outstanding event that has offered variety and dynamism to the practice of school sports, including traditional games and sports that strengthen intercultural coexistence and mutual respect. The celebration of football matches that include students and families has promoted the active participation of the educational community, strengthened ties and promoted a healthy lifestyle in the family environment.
- Participation in sporting events organised by ADEK in different categories has enabled students to compete in a wider environment, developing social, sporting and teamwork skills, while expanding their network of relationships and experiences. In addition, the integration into the celebrations of the International Day, Spain Day and the National Day of the United Arab Emirates has reinforced the sense of identity, belonging and intercultural respect, key elements for emotional and social well-being.
- Together, these actions have contributed to the comprehensive development of the student body, promoting physical, mental and social health within a motivating and safe school environment. The combination of sports, educational and cultural activities has generated a more cohesive, healthy school community that is aware of the importance of maintaining habits that favor their present and future well-being.



**PROPOSALS FOR
IMPROVEMENT:**

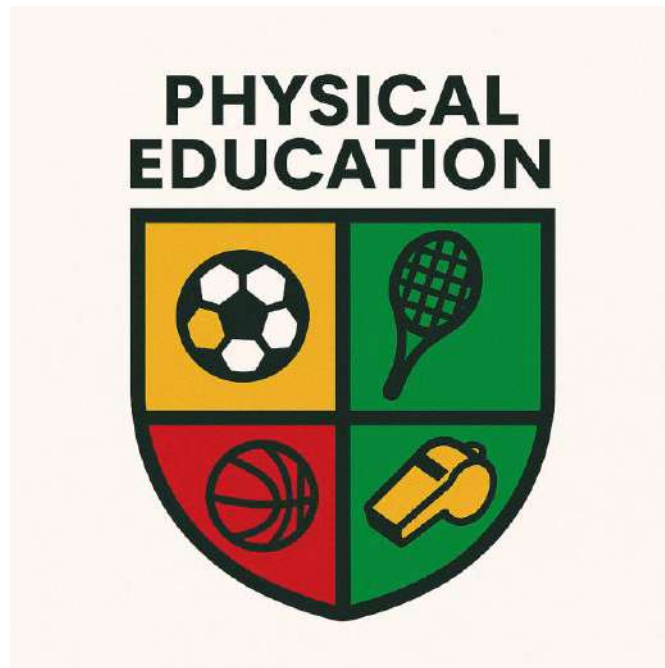
- Improve the school menu with local food and products mixed with Spanish products.
- Change the school sports uniform for one appropriate to the needs of our students.
- Continue building ties with our local institutions at the sports and health level.
- Promote healthy learning with international environments.
- Develop the family club.
- Collaborate in the growth of extracurricular activities.
- Plan a programme of activities at the beginning of the school year.
- Align pedagogical proposals, school programs and events.



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P.E. ANNUAL REPORT

SSAD 24-25





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4) COEXISTENCE AND SCHOOL CLIMATE

5) ATTENTION TO DIVERSITY

6) SCHOOL PROCESSES AND ROUTINES

7) COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

8) RELATIONSHIP AND COMMUNICATION WITH FAMILIES

9) TEACHING COORDINATION

10) MANAGEMENT AND OPERATIONS



1. TEACHING-LEARNING PROCESS

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
• Achieving goals. • Clarity when communicating the learning objective to students. • Informing students about what they are going to learn and what will be required of them. • Specialization of teachers in teaching content. • Student satisfaction with taking Physics classes.	• Lack of time prevents a deeper acquisition of content.	• Provide students with more resources to further their learning of sports and games.

2. ASSESSMENT

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
• Carrying out practical tests. • Observation of students' progress and evolution. • Identification of cases that require adaptation.	• Lack of time to complete all assessments.	• Time redistribution. • For a correct evaluation, the need for an adequate distribution of spaces.

3. CURRICULAR COMPLIANCE

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
Programming: 1. Distribution by teaching units 2. Execution of content, objectives, competencies, etc. 3. Evaluation criteria.	Timing: 1. Session duration. 2. Sessions were not held for various reasons.	• Increase the duration of the session. • Session redistribution.



3. COEXISTENCE AND SCHOOL CLIMATE

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
• The implementation of rules and regulations in play spaces. • Improving competitiveness in higher education courses. • Improving teamwork. • Involvement of students with those with peers with educational needs.	• Solutions to conflicts created during the practice of sports games.	• Clarity of sporting values along with the necessary rules of coexistence in sports practice.

5. ATTENTION TO DIVERSITY

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
• Necessary adaptations for students with educational needs to achieve their objectives. • Create a favorable environment for sports practice and play. • Involvement on the part of colleagues, teachers and support staff.	• Students' difficulty understanding that it is a subject with rules, regulations, habits, and routines and not just a game.	• To further familiarize students with educational needs with the processes of learning standards, material care, rules, routines, and work habits.

6. SCHOOL PROCESSES AND ROUTINES

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
• The Physical Education department maintains the same line of work regarding rules, regulations, use of school materials, playing games, resource conservation, and hygiene habits.	• To delve deeper into the aspects mentioned above.	• Create a space where students can visually access the rules, regulations, and routines during PE class.



7.COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
A sports outing to the beach to raise awareness about healthy living habits, the use of public resources for social development among students, and the people responsible for caring for and maintaining the resources.	Implement sports outings gradually adapted to lower grades.	Include alternative sports in your outings, such as climbing, kayaking, swimming, etc.

8. RELATIONSHIP AND COMMUNICATION WITH FAMILIES

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
Oral and written communication for school outings and various events.	Lack of consistency among families in some extracurricular activities.	- Planning the time of events so that they can be communicated with sufficient advance notice. - The Department of Physics will be the one to independently present all proposals.

9. TEACHING COORDINATION

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
- Communication within the department has been adequate based on the principles of Physics. - Coordination sessions to resolve doubts, issues, and organization, both at the curricular and spatial levels, as well as regulations, materials, etc. - Organization of school events and subsequent meeting to analyze areas for improvement. - Coordination with other teaching teams when necessary,	- Lack of time for better coordination among the teaching team. - Communication with the Early Childhood Education Stage to improve and deepen aspects related to sports.	Provide information on the specifics and possibilities when organizing events.



10. MANAGEMENT AND OPERATION OF THE CENTER

WHAT HAS WORKED	WHAT HASN'T WORKED	PROPOSAL FOR IMPROVEMENT
• Organization of resources and spaces considering the needs of the school.	• Lack of spaces. • Outdoor area not enabled.	• Provide outdoor sports facilities to enhance students' learning skills and abilities.



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END OF THE YEAR REPORT

SCHOOL PROGRAMS AND PROJECTS

**COMMUNITY SERVICE PROJECT
(VOLUNTEERING AND SOLIDARITY)**
Coordinator: Dolores Calatrava

ACADEMIC YEAR: 2024-2025



PROGRAM/SCHOOL PROJECT: Community Service and Volunteering Programs

RESPONSIBLE STAFF:

DOLORES CALATRAVA

TIMELINE:

ACADEMIC YEAR 2024-25

ESTABLISHED OBJECTIVES:

Community service and volunteering programs are initiatives designed to encourage students and the entire school community to develop empathy for the most vulnerable members of society, gaining valuable experiences while making a positive impact. Through these programs, we aim to cultivate a sense of responsibility and teamwork, inspiring everyone to contribute to a better world. Together, we can foster a spirit of kindness and understanding that benefits both individuals and the community as a whole.

1. Raising Awareness and Supporting Breast Cancer Prevention

Term 1:

- **Breast Cancer Early Detection and Prevention:** Raise awareness about the importance of early detection and prevention of breast cancer within the community.
- **Fundraising for Breast Cancer Research:** Organize activities to raise funds for ongoing research in breast cancer.
- **Promoting Healthy Habits:** Raise awareness about the importance of healthy living habits as a means of prevention.
- **Engaging the Community:** Encourage active participation from students, families, and staff in all related activities to strengthen our community spirit.

2. Environmental Awareness and Action

Term 1:

- **Beach Cleanup Initiative:** Promote environmental stewardship by organizing a beach cleaning event, aiming to preserve marine life and maintain a healthy, sustainable environment.

3. Humanitarian Awareness and Solidarity

Term 2:

- **Raising Awareness about Gaza's Humanitarian Crisis:** Promote awareness and understanding of the ongoing humanitarian situation in Gaza, ensuring students are engaged in meaningful ways to contribute, while adhering to UAE regulations and government guidelines.

4. Solidarity Within the School Community

Term 2:

- **Support for Disadvantaged Staff Members:** Cultivate a culture of solidarity by providing assistance to staff members in need through donations of resources and community engagement. This initiative ensures that every staff member feels valued, supported, and part of an inclusive, compassionate school environment.

○



	5. Encouraging Volunteerism <i>Term 2:</i> ○ Inspiring Volunteerism: Inspire students to become active volunteers, highlighting the importance of giving back to the community through regular visits and small-scale projects. 6. Global Solidarity through Music <i>Term 3:</i> ○ Voices Around the World Initiative: Engage students in the <i>Voices Around the World</i> volunteer initiative with Miss Lilly. This program encourages members of the SSAD Choir Club to collaborate with schools worldwide, using the power of music and shared voices to support a global solidarity cause.
ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE:	- Ladies Talk with Dr. Paulina Manosalvas, Gynaecologist: "For a Future Without Cancer" - Description: A talk was organized for the school community with Dr. Paulina Manosalvas, a gynaecologist, to raise awareness about breast cancer prevention and early detection. - Level of Achievement: Female-only participation. We successfully conveyed valuable information about women's health and prevention. - "Pink Race: Every Step Counts – Run for a Cause" - Description: A race aimed at promoting the importance of a healthy lifestyle. - Level of Achievement: Active participation from the school community, with students, families, and staff involved. Significant funds were raised for the cause. - "Creativity in Pink: Healing Art" – Primary School Activity - Description: A creative workshop for primary school students that encouraged artistic expression as a means of promoting healing and raising awareness about cancer. - Level of Achievement: A great success, with high participation from students, who expressed their creativity through various art forms. - Solidarity Market: "Fruits and Vegetables: Your Strongest Defense" during the Pink Race - Description: During the Pink Race, a market of fresh fruits was organized to highlight the importance of a healthy diet in cancer prevention. - Level of Achievement: Healthy products were distributed, and the school community showed great interest in the topic. - Distribution of Pink Ribbons: "Every Pink Ribbon Counts" – Made by Grade 6 and 7 Students - Description: Students from Grades 6 and 7 created and distributed pink ribbons as a symbol of support for the fight against breast cancer. - Level of Achievement: The ribbons were very well received by the entire school community, raising awareness about the cause. -



	- Mosaic for Gaza - In Collaboration with the Emirati Friends of Palestine Foundation - Description: We collaborated with the Emirati Friends of Palestine Foundation in Abu Dhabi to create the <i>Mosaic for Gaza</i>. The entire school community participated in purchasing pieces of the mosaic for 50 AED each, with the goal of completing the artwork. Once completed, the mosaic was proudly displayed in our school throughout the year, serving as a lasting symbol of solidarity and support for Gaza. - Level of Achievement: We were incredibly proud of this achievement. The mosaic became a powerful reminder of our collective commitment to the humanitarian cause, and the involvement of students, families, and staff made it a truly community-driven effort. - Volunteering: Humanitarian Donations (Toys, Blankets, and Clothes) - Description: Collection of toys, blankets, and clothes within the school to be donated to those in need through the Red Crescent. This solidarity campaign was open to the entire school community for several weeks, with active participation from students, families, and school staff. - Level of Achievement: The donations were delivered with great generosity by the Student Council, fulfilling the goal of providing support to those in need and strengthening solidarity values within the community. - Beach Cleanup - Description: An environmental activity aimed at promoting ecological awareness, where students participated in cleaning a local beach. - Level of Achievement: Low participation from students, families, and staff, but the event contributed to a cleaner and healthier environment. - Ramadan Boxes for Staff Members (Cleaners, Security, Bus Staff, Facilities Team) - Description: Collection of food and basic products to offer support to staff members during the month of Ramadan. - Level of Achievement: Numerous boxes were delivered to all employees, who expressed their gratitude for the supportive gesture. - KG2 A Students' Participation in the <i>Voices Around the World</i> Choir Campaign - Description: KG2 A students actively participated in the global <i>Voices Around the World</i> campaign, demonstrating solidarity through music. - Level of Achievement: Enthusiastic participation, successfully transmitting a global message of unity and solidarity through the power of music.
EVALUATION AND REFLECTION OF RESULTS:	I believe that significant initiatives have been carried out with a deep message of solidarity for our community. These efforts have not only raised awareness about important causes but have also brought our students, families, and staff together in meaningful ways. Through their active participation, we have fostered a stronger sense of empathy and collective responsibility, which has undoubtedly contributed to creating a more compassionate and united school environment.
IMPROVEMENT PROPOSALS:	Expand external collaborations: Seek stronger partnerships with local organizations such as the Red Crescent and the Abu Dhabi Police. These collaborations will consolidate the causes we support and strengthen our relationships with key foundations and associations. Additionally, working with new organizations could significantly expand the reach and impact of our actions.



Encourage active parent participation: Invite families to engage more in the solidarity activities, not just as spectators, but as active volunteers. Organizing workshops and interactive activities with them would not only enrich the initiatives but also strengthen the relationship between the school and families, creating a stronger, more collaborative bond.

Create an Annual Solidarity Day: Proposing an "Annual Solidarity Day" could be an excellent way to concentrate all volunteering efforts into one impactful event. This day would be dedicated to solidarity activities proposed by students themselves, encouraging creativity and participation. It would be a day for joint action and reflection for the entire school community, uniting efforts for a common cause.

Increase environmental activities: In addition to beach cleanups, we could organize tree planting activities within our school, which would help reinforce our commitment to environmental care. These activities could also involve students, parents, and staff in taking care of our local environment.

Establish awards and recognition for volunteers: A key proposal would be to recognize and reward outstanding volunteers. Although this has not been done before, establishing awards and recognition for those who have actively participated in solidarity activities would be an excellent way to motivate volunteerism. This recognition would not only value the effort and dedication of those involved but also encourage more students and staff to get involved in future initiatives, creating a cycle of continuous solidarity and commitment.

Increase visibility of solidarity actions: The "*TaraHum for Gaza*" wall, showcasing photos of our students and the actions taken, was a great success, as it highlighted our community's efforts and allowed everyone to see the tangible impact of our actions. As an improvement for the next year, it would be ideal to dedicate more spaces within the school to display photos of other solidarity activities carried out throughout the year. This would not only create greater connection to the causes but also inspire more people to participate and contribute.



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END OF THE YEAR REPORT

SCHOOL PROGRAMS AND PROJECTS

EDUCATIONAL VALUES
EDUCATION PROGRAM
Coordinator: Sarah Ibrahim

ACADEMIC YEAR: 2024-2025



PROGRAM/SCHOOL PROJECT: EDUCATIONAL VALUES EDUCATION

RESPONSIBLE
STAFF:

Sarah Ibrahim

TIMELINE:

Academic Year 2024\2025

ESTABLISHED
OBJECTIVES:

1. **Respect:**
This values focuses on two main aspects:
1) Respecting the school and class rules, including the divers of the school community.
2) Understanding personal space and boundaries.
2. **Determination & Diversity:** 28th Oct - 6th Dec
Students will be able to explain the importance of determination in overcoming challenges, and recognize how diversity strengthens communities by promoting respect, collaboration, and inclusion.
3. **Compassion and Creativity:** To foster a sense of empathy, gratitude, and social responsibility among students by encouraging self-expression, creativity, and acts of kindness, helping them understand the impact of their actions on others.
4. **Determination & Diversity:**
5. **Friday 28th of April Workshop**
Grade.1-3 in the Auditorium
Learning Objectives:
 - a) Recognize importance of rules and laws.
 - b) Recognize and create rules.
 - c) Deepen understanding of rules and laws. Gr.3
6. **Friday 2nd of May Workshop**
Grade.4&5 Auditorium
Learning Objectives:
 - a) To educate students about their rights and responsibilities under *Wadeema's Law*.
 - b) To develop an understanding of how respecting laws—both in school and in society—supports fairness, safety, and well-being.
 - c) To promote responsible behavior and respectful interaction in daily life and online.
 - d) To raise awareness about the impact of harmful behavior, including bullying, and how to prevent it.



7. **Friday 9th of May Workshop**

Grades 6&7 Social Area

Learning Objectives:

- a) To deepen students' understanding of the purpose and role of laws in maintaining social order and protecting individual rights.
- b) To explore *Wadeema's Law* and its relevance to children's daily lives.
- c) To understand the legal consequences of bullying under Emirati law.
- d) To encourage critical thinking and solution-focused discussions around social responsibility and respectful behavior.

**ACTIVITIES
CARRIED OUT
AND LEVEL OF
COMPLIANCE:**

Term.1:

1) Prophet's Birthday Celebration:

- a) A **presentation** has been taken place in the auditorium to share a multicultural educational knowledge about the Prophet Muhammad as part of UAE Islamic culture, Highlighting the importance of respect.
- b) **In class activities:** Students shared the common respectful etiquette and manners between their mother culture, Arab culture and Islamic culture.
- c) **Bookmarks with Prophet's Quote** about respect, empathy and compassion have been shared amongst students to discuss and colour.

2) Personal Space and Boundaries:

**** In class Activities:**

- A) Personal Space Hola Hoop activities.
- B) Class Rules & Self Boundaries.

A school wide awareness campaign has been taken place to educate students about personal space. Tutorship time has been used effectively to practice and discuss personal space in many angles, including a song for lower grades and interactive activity for middle\high primary and lower secondary grades.

3) Teachers' Day:

During Creativity & Compassion Week, students took part in a special kindness initiative where they wrote heartfelt messages to their teachers. Each teacher received at least one anonymous note, thoughtfully paired with a small chocolate treat, as a surprise gift on the morning of Teacher's Day.



Term.2: Compassion & Creativity:

Mosaic for Gaza: (13th to 16th of Jan)

The "Mosaic for Gaza" campaign was jointly organized by the **Values Education and the Volunteering & Community Service programs**, in collaboration with local community service organizations, including the **Emirates Red Crescent and the Emirati-Palestinian Friendship Club**. The school community demonstrated remarkable enthusiasm and engagement, successfully encouraging participation from both within and beyond the school. Although the campaign spanned only three days, it powerfully reflected the unity and solidarity of our community. Thanks to the overwhelming support, we were able to purchase all the mosaic pieces and preserve the completed artwork as a permanent installation in our school.

Collecting Campaign for Emirates Humanitarian City: (27th -31st Jan)

Campaign was jointly organized by the **Values Education and the Volunteering & Community Service programs**.

A school-wide collection campaign was launched in support of Emirates Humanitarian City, aimed at providing essential supplies to those in need. The initiative witnessed active participation from students, staff, and families, showcasing our community's strong commitment to humanitarian values. Contributions were collected, sorted, and delivered with the support of local partners, reinforcing the spirit of compassion and solidarity at the heart of our school's mission.

Delivery of The Humanitarian Aid:

On February 13th, student representatives from the Student Council led the delivery of collected donations to the **Emirates Red Crescent** center in Abu Dhabi. Acting as ambassadors of compassion, they also raised awareness within their classes about the importance of giving and community support.

Compassion & Creativity week: (19th to 21st of Feb)

This themed week brought together fun, creativity, and values-based learning. Students participated in activities such as Twin Day, Elegant Day, and PJ Day, each paired with simple acts of kindness—writing gratitude notes, helping at home, and sharing kind gestures with peers.

Determination & Diversity:

1- Around school visual campaign

Students participated in a visual campaign displayed throughout the school, celebrating determination and diversity. The visuals highlighted inspiring messages and showcased student voice in promoting inclusivity and resilience.

2- Reflection board (My mistakes VS My promises)



	As an act of determination, students reflected on their personal growth by writing down mistakes they aim to overcome and promises for self-improvement. The board provided a meaningful space for honest expression and accountability. 3- ZHO \ Inclusion Department. The campaign initially planned to include multiple workshops about People of Determination in collaboration with ZHO. However, the organization later clarified that the workshops were only available for staff, not students
ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE:	Term.3: Tolerance & Excellency: Values Education Interactive Workshops: <u>Friday 28th of April Workshop</u> Grade.1-3 in the Auditorium As part of our values education, students from Grades 1 to 3 participated in an interactive workshop during tutorship time, aimed at reinforcing the importance of rules and respectful behavior—both in daily life and in digital spaces. The session helped students draw parallels between school expectations and broader community laws, such as traffic rules, highlighting the value of safety, responsibility, and mutual respect. Activities: • Grade 1 – Traffic Lights Game: Students practiced road safety through a role-play activity where they crossed a "road" based on signals from the teacher, reinforcing listening and attention skills. • Grade 2 – Law-Makers: Students worked in groups to create posters illustrating school rules that promote respect, including one inspired by UAE cultural values. • Grade 3 – Community Court: Divided into teams, students role-played lawbreakers and judges, learning how to evaluate behavior and explain respectful alternatives. Additionally, Grade 1B attended a specialized session on social appearance and cyber interaction. Through role-play, students explored online behavior, learning which actions demonstrate respect and which should not be tolerated. The “Like” and “Skip” lines activity encouraged students to cheer for positive digital behavior, making the learning experience fun and memorable.



Friday 2nd of May Workshop

Grade.4&5 Auditorium

On Friday, May 2nd, Grades 4 and 5 attended a values-based workshop in the school auditorium focused on **children's rights and responsibilities**, anchored by the UAE's *Wadeema Law*. The session highlighted the significance of respecting school and national laws as essential for building an organized, respectful, and safe society.

Students explored key rights such as the right to protection, education, health, and dignity—while also understanding their role in upholding these rights through responsible behavior. The session connected these concepts to daily school life and digital interactions.

Following the presentation, in-class activities included:

1. Reflecting on and writing down rights and responsibilities under Wadeema's Law on sticky notes for a classroom display.
2. Identifying the concept of bullying and how it violates others' rights.
3. Creating tip lists or drawings on how to prevent bullying.
4. Discussing how to demonstrate **self-respect and respect for others on social media**.

Friday 9th of May Workshop

Grades 6&7 Social Area

On Friday, May 9th, students from Grades 6 and 7 participated in a workshop held in the school's social area, centered around **children's rights, legal responsibilities, and the importance of law in society**. The session encouraged students to explore *Wadeema's Law* independently using iPads, focusing on its core protections for children and how it promotes safety, dignity, and accountability.

Students researched the consequences of harmful behaviors—particularly **bullying**—as defined by Emirati law. Building on their research, they worked in small groups to discuss and suggest practical solutions for preventing bullying and promoting a culture of respect in schools.

To conclude the activity, students expressed their reflections and ideas by creating thoughtful posters, which were displayed around the social area to spread awareness and inspire others.



**EVALUATION AND
REFLECTION OF
RESULTS:**

Term.1

Prophet's Birthday"

The Prophet's Birthday celebration was a meaningful opportunity for students to explore shared values across cultures. Through the presentation, class activities, and interactive discussions, students engaged in respectful dialogue about the life and character of Prophet Muhammad (PBUH) as part of UAE's Islamic heritage.

They proactively compared values such as respect, empathy, and compassion found in Islamic and Emirati culture with those in their own backgrounds. These discussions sparked a deep understanding and appreciation of diverse beliefs and traditions. Students demonstrated genuine respect for themselves and others, highlighting their growing cultural awareness and emotional maturity.

Personal Space and Boundaries:

In class Activities:

The Personal Space and Boundaries campaign effectively raised awareness across all grade levels. Through age-appropriate activities—like the Hula Hoop exercise, classroom discussions, songs, and interactive tasks—students explored the concept of personal space and learned how to set and respect boundaries. The school-wide approach encouraged consistency and reinforced respectful behavior. Students engaged thoughtfully, showing a clear understanding of the importance of personal boundaries in building healthy, respectful relationships within a diverse community.

Reminders about personal space were consistently reinforced by teachers during class transitions. Encouraging students to walk in straight lines made it easier to maintain these expectations. Over the year, a notable improvement was observed in students' practice of personal space, although introducing clearer, stricter guidelines could further reduce the need for constant reminders.

Grade 1 students developed a deeper understanding of the concept through a dedicated song, which they were initially scheduled to perform as a term-end activity. However, due to other initiatives and unforeseen schedule changes, the performance was cancelled.

Teachers' Day:

This simple act allowed students to express gratitude in a meaningful way, creating a moment of joy and appreciation for their teachers. The element of surprise made the gesture even more special, reinforcing the power of student-led kindness.



Term.2

Collecting Campaign for Emirates Humanitarian City: (27th -31st Jan)

The campaign served as a powerful learning experience for students, helping them understand the real impact of giving and collective effort. Their hands-on involvement—from donating to sorting and preparing supplies—fostered a deeper sense of empathy and responsibility. It was inspiring to see students take pride in helping others, proving that small actions, when united, can make a meaningful difference.

Delivery of The Humanitarian Aid:

This initiative was further enriched by the collaboration with Abu Dhabi Police, who supported the delivery through their *Happiness Car* and contributed thoughtful gifts to our students. Their presence added excitement and meaning to the experience. Moving forward, involving students who demonstrate exceptional compassion—not only student leaders—could make future campaigns even more inclusive and impactful.

Compassion & Creativity week: (19th to 21st of Feb)

The campaign had a visible positive impact on student relationships and classroom culture. Students were excited to participate, and many showed genuine thoughtfulness and empathy. The most meaningful takeaway was seeing students take initiative in expressing kindness on their own—proving that when given the space, they rise to the occasion with compassion and creativity.

Determination & Diversity:

1- Around school visual campaign

The campaign added a vibrant and meaningful presence across the school. Students connected with the messages, and it sparked thoughtful conversations. Repeating this annually can continue reinforcing these core values.

2. Reflection Board – “My Mistakes vs. My Promises”:

The board was well-received and encouraged genuine reflection. Next time, placing larger boards in multiple primary locations would allow broader participation and make the impact more inclusive and visible.

3- ZHO \ Inclusion Department.

To ensure students still benefited, the Inclusion Department integrated the topic into ongoing emotional growth workshops. This adjustment allowed students to explore inclusion and empathy in a meaningful, age-appropriate context.



Term.3

Friday 28th of April

Grade.1-3 in the Auditorium

The workshop successfully engaged students across all grades in age-appropriate, meaningful activities. They demonstrated a strong understanding of rules, fairness, and the importance of showing respect both in real life and online. The sessions sparked thoughtful conversations and peer collaboration.

Friday 2nd of May Workshop

Grade.4&5 Auditorium

The session was highly engaging and meaningful. Students showed clear understanding of their rights as children and began to see themselves as active members of a respectful, rights-based community. Their reflections, both written and verbal, revealed an increased sense of responsibility in protecting their own rights and those of others. The discussion around bullying served as a practical example of how rights can be violated and what steps can be taken to prevent this. The use of sticky notes gave students a voice and a chance to share their understanding with peers.

Friday 9th of May Workshop

Grades 6&7 Social Area

The workshop encouraged critical engagement and independent learning. Students demonstrated strong curiosity and initiative while researching *Wadeema's Law*, and their discussions reflected a growing awareness of how laws protect not just themselves, but others as well. The poster activity allowed for creative expression and helped reinforce their learning by transforming abstract legal concepts into practical, peer-driven messages about respect and responsibility.

**IMPROVEMENT
PROPOSALS:**

"Prophet's Birthday" as a Launchpad for a Yearlong Cultural Initiative

As the Prophet's Birthday will be the first event of the academic year, I propose using it as a meaningful starting point for a broader, yearlong initiative titled *"Influential Figures Across Cultures."* This initiative would highlight key individuals who have shaped the values and heritage of various cultures, fostering greater cross-cultural understanding among students.

- **September:** Prophet Muhammad (PBUH) – focusing on his character, values, and impact on Islamic and Emirati culture.
- **October:** A prominent Emirati figure.
- **November:** A notable Spanish figure.
- **Following months:** Influential international figures from diverse backgrounds.



This series would promote cultural literacy, deepen students' respect for other nationalities, traditions, and beliefs, and align with our school's vision of fostering global citizenship and intercultural understanding.

Delivery of The Humanitarian Aid:

More charity campaign are going to take place next year with wider participation of the students and to not be exclusively for this tudents' council members.

Ramadan Boxes:

This event went amazingly amazing! The students took the lead of organizing and packaging the boxes with a lot of joy and love. Next year this campaign will extend to make 50 boxes for the institution workers, and 50 boxed for charity outside the school as a social contribution.

ZHO collaboration

It will be more beneficial to have our students into a trip to learn more about the services the organization has supported people with determination with.

The visit to the autism simulation room was postponed for next year regarding the aging of our students.

Friday 28th of April Workshop

Grade.1-3 in the Auditorium

Due to time constraints during tutorship, activities felt rushed at times. Extending session duration in future workshops would allow for deeper discussion, more reflection, and smoother transitions between activities—maximizing the impact of these valuable learning experiences.

Friday 2nd of May Workshop

Grade.4&5 Auditorium

To enhance the impact of this important topic, future sessions should be given extended time. This would allow students to more deeply explore their rights, engage in case-based scenarios, and participate in role-plays or group projects that reinforce both their understanding and their sense of agency. A longer session would also create space for more guided conversations around real-life applications of Wadeema's Law in both school and home contexts.

Friday 9th of May Workshop

Grades 6&7 Social Area

To allow for deeper exploration and discussion, future workshops should be extended in duration. A longer session would give students more time to analyze real-life scenarios, collaborate on thoughtful responses, and connect laws more directly to their everyday choices. Incorporating structured debates or student-led presentations could further enhance engagement and critical thinking.



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END OF THE YEAR REPORT

SCHOOL PROGRAMS AND PROJECTS

UAE NATIONAL IDENTITY PROGRAM

Coordinator: Carole Hanania

ACADEMIC YEAR: 2024-2025



PROGRAM/SCHOOL PROJECT: UAE National Identity

RESPONSIBLE STAFF: Carole Hanania and Fatima AlKetbi

TIMELINE: Across the academic year 2024 - 2025

ESTABLISHED OBJECTIVES:

- To enhance citizens' sense of belonging and foster unity by promoting cultural heritage, shared values, and national pride among the students.

ACTIVITIES CARRIED OUT AND LEVEL OF COMPLIANCE:

1. Emirati Women Day (28/08/2025)

- Focus: Honoring the achievements and contributions of Emirati women

2. Flag Day

- Focus: Educating students about the flag's history, symbolism, and the meaning it holds for the nation.

3. National Day

- Focus: helping students to understand the UAE's history, heritage and values while encouraging them to be responsible global citizens with strong local roots.

4. Um El Emirate Park (4/11/2024 – 11/11/2024)

- Focus: Sustainability and UAE's environmental initiatives.

5. The National Archive of Abu Dhabi

- Provide access to valuable historical documents and information.
- Promotes national identity and cultural awareness through various educational programs.

6. The Encyclopedia of UAE Leaders

- Brings together the intellectual legacy of the UAE's wise leadership.

7. Team Lab (21/05/2025 - 04/06/2025)

- Focus: Art, innovation, and interaction with technology.

One of the strengths of the program is how it connects with other school initiatives like culture, values, the eco-system, and sustainability. This made it easier to collaborate and integrate our efforts. Through this, we were able to show students, parents, and teachers the core values that the UAE promotes, such as diversity, tolerance, and sustainability, helping to build a multicultural sense of identity.

Therefore, the trips that took place under other programs that are collective coordinated with the UAE Identity such as:

1. Fish Market (04/02/2025 – 05/02/2025 – 06/02/2025)

- Focus: Understanding traditional Emirati commerce and local food systems.



	2. Emirates Park Zoo (20/02/2025) ○ <i>Focus:</i> Awareness of biodiversity and conservation efforts in the UAE. 3. Louvre Abu Dhabi (26/09/2025) ○ <i>Focus:</i> Exposure to UAE heritage and global cultural appreciation. (collective coordination) 4. Mazraa Farm (13/02/2025) ○ <i>Focus:</i> Agricultural practices and environmental sustainability in the UAE. (collective coordination) 5. Red Crescent with Abu Dhabi Police (Student Council Members) (13/02/2025) ○ <i>Focus:</i> Donation initiative supporting the UAE Humanitarian City, promoting empathy, civic responsibility, and community service among students (collective coordination) 6. ADNEC - Hackaton Future Guardians (18/06/2025) ○ <i>Focus:</i> Promoting sustainable ideas by reducing daily water and electricity consumption. (collective coordination)
EVALUATION AND REFLECTION OF RESULTS:	As this was my first time working on the UAE Identity Program, we managed to make some good progress. I also received helpful support from other members of the school, including both administrative staff and teachers. My reflection on every event I organized is as follows: ○ Emirati Women Day (28/08/2025) ○ For a short preparation since it was the first week of students' entrance, we did well presenting and explaining how important this day to UAE and Emirati women. ○ Flag Day ○ For this day we couldn't practice well to see how much time the event would need because of the Pink day. ○ It was good but we had to make the lap longer to buy time which was a bit hard from the heat. ○ Results were good and nice, students participated well, also made sure they understand the meaning of the flag colors and how to show respect to the flag of UAE. ○ National Day ○ This big event ended up successful I can say despite all the chaos that happened. ○ It was inspiring to see students create models using recycled materials making a symbol presenting each emirate. This activity encouraged the students' creativity and gave them a stronger sense of responsibility and awareness of UAE culture. ○ All students took part in the UAE National day's show which was a great experience and helped build in the students their sense of UAE identity and culture.



	○ Hosting the pearl diver and the tally lady to demonstrate for the students some of the UAE traditional jobs added a good value to the UAE identity. ○ The celebration took three days to me I think it was a lot and lots of classes were wasted, I think fir next year we can do it in one day and we can demonstrate the show for the students in one day before so that all have a chance to see. ○ Um El Emirate Park (4/11/2024 – 11/11/2024) ○ As for the school trip to Umm Al Emarat Park, despite the hot weather, it was a valuable experience. ○ Students learned about UAE hospitality and traditions, and how people in the past made use of the resources around them to survive. ○ It gave students a deeper understanding of Emirati heritage. ○ The National Archive of Abu Dhabi ○ It was a positive initiative for school to have a presenter from the archive to come and discuss topics reflecting the UAE Identity. The topics that were discussed were useful to our students as well as the activities that followed. ○ The Encyclopedia of UAE Leaders ○ We hosted them on Feb 28th, 2025, celebrating the day of UAE Education Day highlighting the nation’s educational and strategic growth. ○ It was a positive approach and attractive model for students to be introduced and get familiar with the UAE leaders and their achievements. ○ Unfortunately, they have the information only in Arabic hoping in the future they make an English version. ○ Team Lab (21/05/2025 - 04/06/2025) ○ Focus: Art, innovation, and interaction with technology. ○ It was a nice trip student were amazed and enjoyed seeing how UAE combines the intervention of technology and art together.
IMPROVEMENT PROPOSALS:	Looking ahead, we aim to expand and deepen our impact through the following initiatives: • Further enhance curriculum mapping to ensure continuous reinforcement of UAE heritage, leadership, and national values. • Increase student-led projects and research on UAE historical figures and national developments. • Strengthen community partnerships for more authentic cultural engagements. • Develop a Heritage Week initiative to allow students to showcase projects, performances, and exhibitions centered around UAE traditions. • Continue providing meaningful workshops, including inviting more local artists, historians, and community leaders. • Introduce inter-school competitions and debates centered on national identity themes. • Arrange trips to new places that reinforce the UAE Identity, the places that we can think about are:



- **National Center of Meteorology**
 - *Focus:* Understanding the UAE's unique climate and weather monitoring systems.
- **Heritage Village**
 - *Focus:* Exploring traditional Emirati culture, crafts, and lifestyle to foster appreciation for the UAE's rich heritage.
- **For the Emirati women Day celebration** maybe, we can have a video or a real successful Emirati lady that can come and be interviewed by students or can talk about her dreams and achievements.
- **Flag Day:** similar approach but better time management.
- **National Day Celebration:** should make more organized and clearer schedule for teachers to be familiar with their tasks or duties ahead of time.
- **Continue with the UAE Identity/ heritage club that would be interesting to students and maybe they get a role into showing their reflection of this club.**
- **School Decoration:** More bulletin boards reflecting the UAE Identity.
- **UAE Area:** A UAE corner or class that we could benefit from putting all resourced that shows the UAE Identity.
- **Awareness workshop:** for expat teachers to build their knowledge on UAE culture.
- **Student-Led Heritage Newsletter:** A monthly digital or printed newsletter where students write about traditions, holidays, crafts, or family heritage stories.
- **Cultural Dress Week:** A themed week where students wear traditional attire and share its historical and social significance.
- **Traditional Music and Dance Workshops:** Organize workshops where students learn and perform traditional music or dances, highlighting their cultural roots.
- **National Cuisine Day:** Host a day where students bring or learn to cook traditional dishes from various regions of the country.

ANNUAL REPORT

Part 4

CURRICULUM COORDINATION AND COMPLIANCE END OF THE YEAR REPORT



ACADEMIC YEAR: 2024-2025

SUMMARY OF THE SCHOOL'S CURRICULUM COORDINATION ANNUAL REPORTS IMPROVEMENT GOALS

PRESENTATION

This academic year, 2024–2025, marks the first time that a dedicated section on curriculum programs is included in the Annual Report. This addition reflects our school's commitment to strengthening curriculum coordination, ensuring compliance, and fostering collaboration to enhance the quality and consistency of teaching and learning across all subject areas.

A significant advancement in this area has been the establishment of a **Curriculum Coordination Team**, which met bi-weekly to align planning, instruction, and assessment across departments. The appointment of **dedicated Curriculum Coordinators for Spanish Literacy, Mathematics, and Science**, along with the ongoing contributions of the Heads of English and MOE Subjects, has created a strong foundation for cross-disciplinary dialogue and joint initiatives.

We would like to highlight the **Vice Principal's pivotal role** in leading the design and implementation of **Scoping and Sequencing frameworks** that align the Spanish LOMLOE curriculum with MAP benchmarks and international expectations. Her efforts, along with the **dedication of all department heads and coordinators**, have ensured stronger vertical progression and cross-subject coherence—a key shift from previous years where subject areas operated more independently.

While we acknowledge that more work is needed to fully realize the potential of these structures, **visible progress has been noted—particularly in Science**, where clearer sequencing and planning have translated into improved classroom practice and student engagement.

This section presents a detailed review of each curriculum area's progress, challenges, and goals, as reported by their respective leads. It also sets out **strategic priorities for 2025–2026**, with a renewed focus on formalizing Scope and Sequences across all subjects, enhancing curriculum links, and expanding the use of student data to inform instruction.

Our ultimate aim remains to deliver a dynamic, inclusive, and academically rigorous program that nurtures both the academic and personal growth of our students. Through collective leadership, informed planning, and sustained collaboration, we look forward to deepening our curriculum impact and ensuring our learners are well-prepared for the next stages of their educational journey.

1. SPANISH: SSL/ELE (SPANISH AS SECOND LANGUAGE) AND SPANISH LITERACY AS FIRST LANGUAGE

1.1. INTRODUCTION

The academic year 2024-2025 marked a significant step forward in strengthening Spanish literacy across the school, encompassing both native speakers and students learning Spanish as a second language (ELE). Through the coordinated efforts of the Spanish Language and ELE teams, new initiatives were successfully implemented to promote linguistic competence, reading comprehension, and written expression from Kindergarten through Grade 7.

Achievements this year included the successful introduction of **Power Writing routines**, systematic **reading programs (Tekman Ludiletras and Superletras)**, and structured **ELE sessions** with clear language-level differentiation. Data from internal assessments and MAP tests reflected positive trends, particularly among ELE students, in reading comprehension and oral expression. Classroom practices were enriched through the establishment of reading corners, special literacy events, and active methodologies that promoted reading and writing as enjoyable, meaningful activities.

However, certain challenges persisted. These included inconsistent implementation of reading plans across all levels, insufficient integration of reading platforms like RAZ Kids in Spanish, and the continued need for greater methodological consistency and differentiation across classrooms. Issues with handwriting, notebook use, and the management of institutional reading resources were also identified as areas requiring improvement.

In response, a series of targeted goals have been established to consolidate progress and address these challenges in the coming year.

1.2. GOALS FOR IMPROVEMENT

1.2.1 Institutional Literacy and Reading Culture

- **Restructure the School-Wide Reading Plan** to ensure consistent application, including regular book borrowing systems and expanding access to physical reading materials.
- **Launch a Midday Reading Club** to foster a love of reading through optional, inclusive activities.
- **Expand Reading Areas** in common spaces to encourage spontaneous reading habits.
- **Promote Family Engagement** through book recommendations, storytelling sessions, and home reading activities.

1.2.2 Academic Standards and Teaching Consistency

- **Unify Notebook Use Criteria per Cycle**, establishing clear expectations for format, organization, and evaluation with student self-assessment and teacher rubrics.
- **Implement Daily Handwriting Practice** in Kindergarten and lower Primary to improve legibility and academic presentation.
- **Integrate Key Spanish Language Contents into ELE Programs**, ensuring smoother transitions for students moving into mainstream language instruction.

1. 2.3 Performance Tracking and Assessment

- **Aim to Reach and Surpass National Averages in MAP Reading (Spanish)** through consistent use of digital platforms (RAZ Kids, IXL) and regular monitoring of student progress.
- **Enhance Methodological Consistency in Differentiation**, ensuring systematic implementation of adapted resources and strategies for students with varying levels of Spanish proficiency.

1.2.4 ELE Classroom and Language Acquisition Support

- **Structure the ELE Program into Two Levels** to better meet the needs of newly arrived students and those transitioning into the mainstream curriculum.
- **Strengthen CLIL Implementation** across subject areas to reinforce Spanish as the language of instruction and enrich language exposure.
- **Provide Specific Teacher Training** focused on creative writing, digital literacy tools, and effective assessment strategies.

1.3. CONCLUSION

The 2024-2025 academic year demonstrated important progress in promoting Spanish literacy and supporting diverse language learners across the school. Initiatives such as Power Writing, structured reading routines, and differentiated ELE sessions provided solid foundations for continued improvement.

Moving forward, the priority must be to consolidate these initiatives through greater consistency, clearer expectations, and reinforced institutional practices. Strengthening family engagement, enhancing reading environments, and unifying criteria for academic work presentation will be key steps. Additionally, ensuring that language support through ELE is systematically adapted to varied proficiency levels will enable all students to achieve greater academic confidence and competence in Spanish.

With these improvements, the school aims to further elevate literacy outcomes, cultivate a deeper love of reading and writing, and reinforce Spanish as the primary language of learning across all curricular areas.

2. MATHEMATICS CURRICULUM

2.1. INTRODUCTION

During the 2024-2025 academic year, the Mathematics Department made progress towards enhancing student engagement and achievement through a combination of differentiated methodologies, problem-solving strategies, and technology integration. The objectives for this academic year were focused on consolidating Mathematics as a tool for real-life problem-solving, supporting the integration of UAE National Identity, and addressing the linguistic challenges faced by non-Spanish-speaking students.

A significant effort was made to promote active methodologies such as **collaborative learning, gamification, and manipulatives** to ensure differentiated learning. The department worked to ensure a consistent structure and clear expectations through initiatives such as "**Other Mathematics, Another School**" and the **Mathematics Improvement Plan**. Technology resources (EMAT, ONMAT, and digital platforms) were utilized, albeit with uneven implementation.

Results showed **positive progression between the Initial and Final Assessments** for most students, with notable achievements in Kindergarten and Grade 3 MAP tests and satisfactory performance in the MEC Diagnostic Test for Grade 4, where students surpassed the national average. However, disparities persist across grades, with weaker performance identified in Grades 1, 6, and 7.

Challenges remain in consolidating methodological consistency across the school, improving student outcomes on standardized assessments, and addressing language barriers for ELE students. Moving forward, specific strategies are set to ensure improvements in teaching, learning, and assessment outcomes.

2.2. GOALS FOR IMPROVEMENT

2.2.1 Teaching Methodologies and Instructional Consistency

- **Strengthen the application of active methodologies** (workstations, differentiated activities, gamification) to enhance engagement and comprehension while addressing the diverse needs of learners.
- **Ensure systematic and meaningful use of technological resources** (EMAT, ONMAT, Tekman platforms) to reinforce mathematical concepts.
- **Develop a comprehensive Scope and Sequence for Mathematics** across all stages (Infant, Primary, Secondary) to provide structure and alignment in teaching practices.

2.2.2 Assessment, Data Use, and Monitoring

- **Utilize data from internal and external assessments consistently** (Teacher Assessment, MAP tests, MEC Diagnostic Tests) to monitor student progress, inform instructional adjustments, and report findings to evaluation boards.
- **Dedicate structured time for teacher collaboration** through regular stage meetings (Infant, Primary, Secondary) to share good practices, reflect on assessment data, and align strategies.

2.2.3 Student Performance on Standardized Assessments

- **Implement specific preparation programs for MAP and MEC Diagnostic Tests** aimed at familiarizing students with test formats and improving performance through targeted practice.
- **Focus on strategies to support ELE students** to ensure that language barriers do not impede progress in Mathematics.

2.2.4 Integration and Cross-Curricular Opportunities

- **Integrate Mathematics into the school's STEM Week** through activities like mathematical gymkhanas to highlight real-world applications and foster enthusiasm for the subject.
- **Embed Mathematics into broader school projects** that connect numeracy skills with practical, interdisciplinary learning opportunities.

2.2.5 Teacher Professional Development

- **Provide targeted online training for teachers** in the effective use of EMAT and ONMAT platforms, ensuring their confidence and competence in these tools.
- **Promote reflective practice and ongoing professional dialogue** on best practices within Mathematics education.

2.3. CONCLUSION

The 2024-2025 academic year laid solid groundwork for further enhancing the quality of Mathematics education at the school. While students showed growth in various assessments, it is clear that greater consistency in methodologies, more strategic data use, and strengthened language support for ELE students will be essential moving forward.

The department is committed to consolidating and refining active, differentiated, and data-informed practices. **Aligning instruction through a structured Scope and Sequence, ensuring consistent use of technology, and fostering collaborative teacher development will provide the necessary foundation to improve learning outcomes** and student confidence in Mathematics.

These efforts aim to ensure that Mathematics is perceived not only as an academic requirement but as a valuable tool for problem-solving, critical thinking, and connection to students' real lives, while maintaining alignment with both Spanish and UAE educational expectations.

3. SCIENCE CURRICULUM

3.1. INTRODUCTION

The 2024-2025 academic year marked notable advancements in the teaching and learning of Science through the introduction of new initiatives aimed at fostering scientific thinking and practical application of knowledge. The department's key objectives focused on embedding the **scientific method as a core approach** from an early age and aligning the curriculum with both **LOMLOE** (Spanish curriculum) and **Emirati standards** through a unified Scope and Sequence.

One of the main achievements was the successful **implementation of weekly experimental laboratory sessions from Grades 1 to 5**, which encouraged inquiry-based learning and hands-on experience with scientific processes. Students progressively demonstrated greater familiarity with the stages of the scientific method appropriate to their age groups, culminating in improved scientific competence, especially in Grades 6 and 7.

Additionally, a wide array of initiatives, including the **International Day of Women and Girls in Science, the Science Fair, and the ADEK Hackathon**, enriched the learning environment and connected scientific knowledge to real-life contexts. Positive results were recorded in **MAP assessments**, with significant progress observed in all grades, especially in Grades 6 and 7.

Despite these achievements, the department identified areas requiring improvement, particularly regarding **time management, curriculum coverage, and teacher coordination**. Interruptions during the academic year led to some inconsistencies in syllabus completion, highlighting the need for better planning and shared routines across the department.

3.2. GOALS FOR IMPROVEMENT

3.2.1 Methodological Consistency and Instructional Practices

- **Consolidate the Weekly Laboratory Hour** across all classes, ensuring its effective use to reinforce the scientific method through structured routines of hypothesis formulation, experimentation, and results analysis.
- **Establish Shared Classroom Practices** including:
 - A daily “question of the day” to stimulate critical thinking.
 - **Regular science writing exercises (“Power Writing”)** to enhance scientific expression.
 - Reinforcement of laboratory protocols and safety procedures.

3.2.2 Curriculum Coverage and Planning

- **Ensure Full Implementation of the Scope and Sequence** by:
 - Aligning teaching times more rigorously to prevent delays.
 - Guaranteeing coverage of both **LOMLOE and Emirati curriculum standards**.
 - Completing the finalization of the integrated curriculum plan during the summer for full application from 2025-2026.

3.2.3 Cross-Curricular Integration

- **Promote Interdisciplinary Projects** by coordinating with Language, Mathematics, Technology, and Art departments to create meaningful learning experiences that integrate scientific knowledge with reading, writing, numeracy, and creative skills.

3.2.4 Assessment, Data Use, and Monitoring

- **Continue leveraging data from MAP assessments** and other evaluations to track progress, adjust instruction, and ensure alignment with expected learning outcomes.
- **Review and adapt teaching strategies** based on assessment outcomes to support continuous improvement.

3.2.5 Engagement and Enrichment

- **Expand and deepen participation in science-related events** such as fairs, competitions, and external programs (e.g., ADEK Hackathon) to sustain student interest and promote real-world application of scientific knowledge.

3.3. CONCLUSION

The 2024-2025 academic year established strong foundations for the Science Department through the integration of experimental learning, strengthened assessment practices, and alignment with curricular standards. Students showed clear progress, particularly in their ability to apply the scientific method, as evidenced by improvements in MAP test results and practical laboratory work.

Moving forward, it is essential to build on these foundations by ensuring consistency across all classes, securing timely completion of curriculum objectives, and reinforcing cross-curricular links that enhance the relevance and depth of scientific learning. Through structured planning, shared methodologies, and a commitment to continuous improvement, the Science Department is well-positioned to further raise the quality and impact of science education in the upcoming academic year.

4. ENGLISH CURRICULUM

4.1. INTRODUCTION

The English Department's work during the 2024-2025 academic year centered on improving student outcomes through targeted strategies aligned with Cambridge One, MAP assessments, and internal school-wide initiatives. The department's primary objectives were to ensure measurable student growth in English Reading and Language and to support this progress through scaffolded, differentiated instruction and formative assessment practices.

Multiple initiatives were implemented across all levels, including **Power Writing, differentiated choice boards, the Socratic Seminar, and vocabulary strategies across three languages.** Formative assessment tools such as **Exit Tickets** and **Peer/Self-Assessment Markers** helped reinforce reflective practices, while the **"My Goal & Data Sheet"** fostered student accountability and awareness of individual progress.

Assessment data revealed an **upward trend in student performance**, with 62% of students meeting growth expectations in Reading and 69% in Language. Progress towards international standards also improved, albeit gradually. Nevertheless, the **Cambridge One curriculum continues to present challenges for Grades 3-7**, with many students requiring foundational support to meet expectations. Foundational gaps in language acquisition remain the main barrier to sustained improvement.

Moving forward, greater alignment between curriculum demands, student proficiency levels, and formative assessment will be essential to continue raising attainment and ensuring that all students demonstrate measurable growth.

4.2. GOALS FOR IMPROVEMENT

4.2.1 Curriculum Alignment and Instructional Support

- **Adopt Leveled Content Objectives** to supplement Cambridge One, ensuring alignment with student proficiency.
- **Introduce Intensive Foundational Language Programs** in lower grades to strengthen core reading and language skills.
- **Revise Curriculum Mapping** to integrate **ESL benchmarks** and better reflect the progression of language acquisition.

4.2.2 Assessment and Data-Driven Instruction

- **Align Formative and Summative Assessments** to reflect both **Cambridge** and **MAP-tested skills**, while adjusting expectations to students' actual proficiency levels.
- **Utilize Data-Driven Instruction** to address gaps systematically and track progress toward academic targets.
- **Introduce a Vertically Aligned Scope and Sequence** that accommodates language acquisition stages and clarifies content objectives across grade levels.

4.2.3 Language Acquisition and Skill Development

- **Expand Opportunities to Reinforce Vocabulary and Foundational Reading Skills** through targeted interventions and enrichment activities.
- **Sustain and Expand Writing Initiatives** such as **Power Writing** and **The Writing Process** to strengthen literacy development in a structured, progressive manner.
- **Enhance Cross-Linguistic Approaches** by continuing strategies that support vocabulary acquisition across English, Spanish, and Arabic.

4.3. CONCLUSION

The 2024-2025 academic year saw meaningful strides in advancing student outcomes in English through the structured implementation of differentiated instruction, formative assessments, and language acquisition strategies. While gaps remain, particularly in foundational skills for students in Grades 3-7, data reflects clear progress and validates the department's current trajectory.

The department's focus for 2025-2026 will center on **aligning curriculum expectations with student proficiency, strengthening language foundations in early grades**, and ensuring consistency in assessment practices. These steps will be vital in closing existing gaps, accelerating growth towards international standards, and achieving broader success in English literacy across the school.

5. MOE SUBJECTS CURRICULUM (ARABIC, ISLAMIC, SOCIAL STUDIES)

5.1. INTRODUCTION

During the 2024-2025 academic year, the MOE Subjects Department (Arabic, Islamic Studies, and Social Studies) focused on enhancing **language proficiency, cultural awareness, and values-based education**. Building on structured planning, differentiated instruction, and

integration of UAE National Identity, the department sought to improve student outcomes through both curricular and extracurricular initiatives.

Teaching practices were strengthened through the use of structured term and lesson plans, formative assessment strategies, and technology platforms such as Alef, Kutubee, and Edpuzzle. Efforts were made to connect academic learning with cultural identity through **events like Haq Al Leila, Flag Day, Quran recitation competitions, and Ramadan Iftar gatherings**, reinforcing student engagement with Emirati traditions and values.

Progress was observed in **students' language acquisition, engagement in cultural programs, and use of technology in learning**, although challenges persisted regarding consistent use of digital platforms, scheduling, differentiated materials, and parental involvement. Continued efforts are required to address the foundational gaps, engagement inconsistencies, and resource limitations.

5.2. GOALS FOR IMPROVEMENT

5.2.1 Curriculum and Instructional Practices

- **Increase Digital Resources and Interactive Tools** for Arabic and Islamic Studies to support more engaging, student-centered learning experiences.
- **Strengthen Differentiation** within lesson plans to better meet the diverse learning needs and abilities of students.
- **Improve Timetabling** to prioritize Arabic and Islamic Studies before lunch, enhancing focus and reducing fatigue.

5.2.2 Assessment and Data Use

- **Enhance Assessment Practices** through better alignment with learning outcomes, integration of Bloom's Taxonomy, and regular use of varied tools (diagnostics, formative, summative).
- **Utilize Data-Driven Instruction** to tailor support and interventions based on assessment results (MAP, ABT, formative data).
- **Implement IEPs Consistently** with systematic monitoring and evaluation, ensuring personalized learning plans are effectively applied and reviewed.

5.2.3 Engagement, Enrichment, and Cross-Curricular Integration

- **Expand Peer-Led Activities** and student leadership opportunities within cultural programming to enhance ownership and engagement.
- **Organize Arabic-Focused Clubs and Competitions** such as spelling bees, reading challenges, Quran recitation, and writing clubs to reinforce language skills outside the classroom.
- **Integrate Cross-Curricular Projects** linking Arabic with Art, Music, and Technology to foster creativity and broader application of skills.
- **Enhance Values-Based Learning** through structured assemblies, monthly themes, and activities promoting respect, tolerance, and collaboration.

5.2.4 Family Engagement and Communication

- **Strengthen Family-School Communication** through platforms like ClassDojo and multilingual communication tools.
- **Provide Workshops for Parents** on supporting Arabic learning at home and using educational platforms effectively.
- **Establish Regular Parent Meetings** with teachers and specialists to discuss academic and behavioral progress.

5.2.5 Professional Development and Teacher Support

- **Offer Targeted PD Opportunities** focused on inclusive education, differentiation, effective assessment practices, and technology integration.
- **Introduce Peer Support Systems** for mentoring and collaboration within the department to enhance planning and resource sharing.

5.3. CONCLUSION

The 2024-2025 academic year brought valuable developments in strengthening Arabic, Islamic Studies, and Social Studies through enhanced teaching strategies, cultural activities, and a growing use of digital tools. Positive trends were noted in student engagement, assessment outcomes, and cultural participation, reflecting the department's commitment to fostering UAE values and multilingual proficiency.

Moving forward, the department will prioritize **increasing digital resources, enhancing differentiation, improving assessment practices, and expanding extracurricular activities**. Strengthening family engagement and reinforcing consistent, high-quality teaching will be essential to achieve further progress. With these steps, the school aims to ensure MOE subjects contribute meaningfully to students' holistic development and academic success.

FINAL OBSERVATIONS AND CONCLUSIONS:

The proposals for improvement outlined in this year's curriculum programs reflect a shared commitment across all departments to enhance the quality, coherence, and impact of teaching and learning at the Spanish School of Abu Dhabi. Their successful implementation will allow the school to consolidate the progress made and advance key priorities in the following areas:

1. **Curriculum Consistency and Alignment:** Through the establishment of a dedicated coordination structure, curriculum alignment has improved both vertically and transversally. Moving forward, this consistency must be solidified through finalized Scope and Sequences across all areas and reinforced through systematic monitoring, collaborative planning, and shared practices.
2. **Data-Driven Improvement:** The use of MAP and internal assessment data has informed more precise and targeted improvement strategies in Literacy, Mathematics, Science, English, and MOE subjects. Continued refinement of data collection and analysis processes will be critical to ensure timely interventions and evidence-based curriculum adjustments that drive student achievement.

3. **Integration of Active Methodologies:** The expanded use of active methodologies—such as Power Writing, differentiated instruction, collaborative learning, and the scientific method—has started to shift learning environments towards greater engagement, autonomy, and skill development. Embedding these practices more systematically will support deeper, more meaningful learning across all disciplines.
4. **Language Acquisition and Support:** A clear emphasis has been placed on supporting language development in Spanish, English, and Arabic through structured programs and tailored initiatives. This focus must continue through enhanced differentiation, specific language pathways (particularly ELE and ESL), and cross-curricular reinforcement to ensure all students can fully access the curriculum.
5. **Cross-Curricular Connections and Interdisciplinary Work:** Greater efforts will be made to foster cross-curricular collaboration, linking language, science, mathematics, and humanities through shared projects and thematic approaches that enrich learning and promote real-world application of knowledge.
6. **Family and Community Engagement:** Strengthening communication with families and enhancing their role in supporting learning, particularly through language development and cultural activities, remains a key priority. Further integration of cultural, heritage, and values-based initiatives will continue to reinforce our commitment to UAE National Identity while celebrating the school's trilingual model.

Overall, these curriculum initiatives contribute to fostering a coherent, data-informed, and student-centered educational environment aligned with the strategic vision of the Spanish School of Abu Dhabi. They aim to improve academic achievement, strengthen language proficiency, deepen cultural connections, and prepare students to succeed as confident, capable, and globally-minded individuals.

Attached are the detailed reports prepared by the curriculum coordinators and subject leads, whose contributions have been invaluable in shaping these programs:

- **Esther Gracia & Elisabet Corcoles (Spanish Literacy)**
- **María Pérez & Antonio Campos (Mathematics)**
- **Aloa Lamarca (Science)**
- **Yvette Flippen (English)**
- **Sajida Moussa (MOE Subjects)**



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

FINAL CURRICULUM REPORT

SPANISH LITERACY

Coordinators:

Esther Gracia and Elisabet Corcoles

2024-2025



CURRICULAR AREA:

SSL-ELE (SPANISH AS SECOND LANGUAGE) / SPANISH LITERACY

**RESPONSIBLE
STAFF:**

Teaching team of Spanish Language and ELE – Kindergarten, Primary, and Grade 7 (1º ESO)
Coordination: Language Department and Pedagogical Coordination Team

TIMELINE:

Academic Year 2024–2025 (September 2024 – June 2025)

**ESTABLISHED
OBJECTIVES:**

- Develop students' linguistic competence in all its dimensions: oral and written comprehension and expression.
- Foster a love for reading and writing through a functional, communicative, and motivating approach.
- Address classroom diversity with active methodologies and differentiated resources (especially for ELE and SEN students).
- Promote free, organized, and creative written production.
- Ensure coordinated methodological progression between levels and educational stages.
- Develop the linguistic competence of ELE students through an inclusive and progressive approach, ensuring that all learners—regardless of their starting point—feel comfortable using Spanish as the language of instruction across all subjects.
- Provide differentiated strategies in the four language skills (listening comprehension, speaking, reading comprehension, and writing) to foster students' autonomy and active participation in academic contexts.
- Ensure the progress of all ELE levels present in the classroom through flexible grouping, adapted materials, and differentiated planning.
- Promote the use of CLIL methodologies across the school to enrich students' exposure to Spanish throughout all curricular areas.
- Establish a clear and predictable session structure that supports the comprehensive development of ELE students, encouraging both individual progress and a sense of belonging within the group.

**DATA
OBJECTIVES:**

- Measure reading progress through internal and external assessments of fluency and comprehension, such as Razz Plus, MAP Test, and IXL.
- Assess the development of written expression through weekly routines such as *Power Writing*.
- Monitor individual reading progress in Kindergarten using weekly tracking templates.
- Identify common weaknesses (proper notebook use, written expression, independent reading) and establish improvement plans per cycle.
- Analyze MAP Reading results in Spanish to support data-informed pedagogical decisions.
- Establish a weekly routine that allows for tracking students' progress in the different language skills using the notebook as an individual learning portfolio.
- Introduce the Power Writing routine across all ELE levels, differentiated by language proficiency, with the goal of promoting written production and objectively analyzing student progress.
- Design improvement plans at both classroom and whole-school levels, focusing on the progressive inclusion of CLIL strategies in non-linguistic subjects.
- Analyze MAP Reading results in Spanish to develop action plans tailored to each ELE student's profile and learning pace.



OBJECTIVES AND INITIATIVES:	● Implementation of the Tekman Reading Plan in Primary, including three mandatory books per year (Ludiletras in G1–G2; Superletras in G3–G6). ● Introduction of the Power Writing routine in Primary and Grade 7 during the third term: students write freely for 5 minutes, 1–2 times per week, tracking word count to measure improvement. ● In KG2 (final year of Kindergarten): execution of the Effective Reading Plan during the third term, with 2–3 weekly sessions. The support teacher carried out individualized reading and recorded progress using templates. Continuous weekly improvement was observed. ● Use of leveled ELE readers in the first cycle of Primary, alongside official reading plan books. ● Creation and maintenance of classroom reading corners in all Kindergarten, Primary, and Grade 7 classes. ● Organization of motivating activities such as Book Week, writing contests, cross-curricular projects (ABP), and literary exhibitions. ● Design and implementation of a Spanish Language Improvement Plan starting in the second term, including routines for daily reading, oral comprehension, written expression, spelling, handwriting, and speaking. ● Weekly organization of ELE sessions by language skill, allowing for in-depth work on listening and reading comprehension, as well as oral and written production, while providing a structured way to monitor student progress. ● Regular sharing of ELE materials and resources with the rest of the teaching staff, to support the implementation of CLIL strategies and promote the use of Spanish as a cross-curricular language of learning. ● Implementation of a specific classroom reading plan within ELE, based on the guided reading of a common book through the stages "before, during, and after reading," focusing on formal elements of the text (author, title, genre), as well as inference, prediction, and cause-effect relationships. ● Creation of a visual system of color-coded language levels (from green to red) to adapt content and activities to the diverse range of language proficiency levels present in the classroom.
FINAL DATA:	Kindergarten (KG2): Systematic implementation of the Effective Reading Plan with positive results in reading fluency and motivation. Primary: ● General implementation of the Tekman reading plan, with only partial adherence to the expected reading pace in some grades. ● Integration of <i>Power Writing</i> with promising initial results in writing volume. ● Use of adapted ELE books in early grades. ● Clear progress in oral expression, but persistent difficulties in text organization and spelling. Grade 7 (1º ESO): ● Initial implementation of <i>Power Writing</i> as a free writing routine. ● Written expression remains poorly structured, with limited revision from students. Notebook Use: ● General deficiencies identified in Primary and Secondary: poor handwriting, lack of structure, and inconsistency in notebook work. ● This issue was addressed with the teaching team in the second term. ● For next year, common notebook usage criteria must be defined per cycle, along with student self-evaluation templates and teacher evaluation rubrics. ●



	MAP Assessments: • Progressive improvement in MAP Reading scores in Spanish throughout the year, with notable growth in ELE students. • However, results remain uneven across grades and mostly below the national average. Institutional Reading Plan: Significant shortcomings remain: • No structured system for borrowing physical books. • The planned Midday Reading Club was not implemented. • No shared reading areas in common school spaces. • Digital platforms like RAZ Kids in Spanish were not used. • Families have expressed the need for more physical books and less screen-based reading. ELE Classroom: • Thanks to the implementation of a clear and consistent weekly structure, steady progress has been observed among ELE students. Knowing in advance which skill will be addressed in each session has enhanced students' preparedness, engagement, and improvement across the different language competencies. • The Power Writing routine has allowed for a visual and measurable tracking of written production, while the guided reading plan has supported the development of reading comprehension in a structured and safe environment. • The color-coded language level system has facilitated attention to diversity within the classroom, enabling more tailored planning and more accurate assessment aligned with each student's real proficiency level. • Work is needed to improve consistency in the evaluation of student progress, both in content and in notebook use, with special attention to presentation and handwriting. • Platforms such as RAZ have been used consistently throughout the year. • Students have also been encouraged to take greater responsibility for individual work at home in order to support their development in the subject.
EVALUATION AND REFLECTION ON RESULTS:	Strengths: • Successful introduction of innovative practices like <i>Power Writing</i> and individual reading routines in Kindergarten and early Primary. • Documented improvement in MAP reading comprehension, especially among ELE students. • High teacher engagement in promoting reading habits and creative writing in some classrooms. • Positive reception of special activities (contests, Book Day, dramatic readings, etc.). • Introduction of a weekly structure that has supported differentiated planning and the progressive advancement of all ELE proficiency levels. • Successful implementation of the reading routine and Power Writing, with a direct positive impact on student motivation and written production. • Creation of a visual system of language levels that has enhanced differentiation within the classroom and improved the monitoring of individual progress. • Noticeable improvements in oral expression, particularly among newly arrived students, thanks to structured and contextualized practice. Areas for Improvement: • Lack of consistency in reading plan implementation across grades. • Inconsistent student notebook use and poor presentation in several classes. • Disorganization in school library management and reading promotion. • Need for a better balance between digital and physical reading, especially for home use.



	• Lack of institutional enforcement regarding tools like RAZ Kids or structured reading clubs. • The tools shared to promote the CLIL approach in other subjects have not been systematically used by the teaching staff. • There is a continued use of English in situations where Spanish could be reinforced as the primary language of instruction. • There is a need to structure the ELE classroom into two differentiated levels: one for newly arrived beginner students, and another for those in the process of transitioning to the mainstream Spanish Language curriculum.
GOALS FOR THE NEXT SCHOOL YEAR:	1. Restructure the School-Wide Reading Plan: • Increase availability of physical books in common school spaces; establish regular borrowing systems from classroom and school libraries. • Ensure full implementation of the Tekman reading plan across all grades. • Promote reading at home as a shared responsibility with families. 2. Establish Common Notebook Use Criteria by Cycle: • Unify notebook format (size, margins, organization). • Introduce self-assessment templates for students. • Apply consistent teacher rubrics for notebook evaluation. 3. Progressively Improve Students' Handwriting from the Ground Up: • Implement daily handwriting practice routines in Kindergarten and first cycle of Primary, adapted to developmental level. • Use writing templates, lined paper, and specific follow-up by teachers. • Regularly observe and review notebooks to identify issues early. • Medium-term goal: ensure students reach upper grades with clear, legible, and neat handwriting as a tool for academic expression. 4. Reach and Surpass the National Average in MAP Reading (Spanish): • Regular use of platforms like IXL, RAZ Kids in Spanish, and Google Read & Write. • Track student progress and MAP results on a trimester basis. 5. Launch the Midday Reading Club: • Inclusive, optional, and accessible across various grade levels. • Linked to exhibitions, book recommendations, and reading challenges. 6. Expand Reading Areas in Common Spaces: • Install book shelves and reading corners in hallways and shared areas. 7. Specific Teacher Training: • Creative writing, digital reading tools, spelling correction, and notebook assessment strategies. 8. Boost Family Engagement: • Provide grade-based book recommendations. • Organize family activities (storytelling, take-home book loans, book swaps, etc.). 9. Strengthen the effective implementation of the CLIL approach in mainstream classrooms: • Redefine the strategy for sharing and supporting the CLIL approach across the school, ensuring that the resources provided by the ELE team are effectively used in mainstream classrooms, and promoting the use of Spanish as the vehicular language across all subject areas.



10. Structure the ELE classroom into two differentiated levels:

- Organize the ELE area into two instructional pathways: one for newly arrived beginner students (A0–A1.1 level), and another for students transitioning into the Spanish Language curriculum (A1+–A2 level), with specific objectives, materials, and methodologies tailored to each group.

11. Integrate key Language contents into the ELE curriculum:

- Gradually incorporate foundational contents from the Spanish Language area into the ELE program to ensure that ELE students acquire a solid base before fully joining the mainstream subject.

12. Improve methodological consistency in differentiation among teachers:

- Promote greater consistency and commitment from the teaching staff in implementing strategies for linguistic differentiation, including the consistent use of Spanish as the language of instruction and the adaptation of resources and methodologies to match students' language proficiency levels.



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

FINAL CURRICULUM REPORT

MATHEMATICS

Coordinator: Antonio Campos

2024-2025



CURRICULUM AREA: MATHEMATICS

RESPONSIBLE STAFF:

- María Pérez (Primary Coordinator)
- Antonio Campos (Head of the Mathematics area and Head of Studies)
- Primary Education tutors (such as Mathematics teachers)
- Alejandro Macías (1st year ESO Mathematics teacher)

TIMING:

ACADEMIC YEAR 2024-2025

ESTABLISHED OBJECTIVES:

1. To turn the Conception of Mathematics towards a science that allows, in a permanent way, to solve problems of daily life.
2. That Mathematics collaborates in the incorporation, in a constant and natural way, of the UAE's National Identity through various mathematical concepts (use of the Dirham, units used, etc.) and relating them to Emirati daily life (buildings, cities, etc.).
3. Introduce various active methodologies (collaborative learning, workstations, gamification, manipulative mathematics, etc.) to achieve greater significant learning in the area of Mathematics.
4. To achieve a true differentiation in the classroom, which allows the learning and progression of all students regardless of their characteristics, through various techniques and methodologies such as the establishment of a system of activities and problem solving with various levels of difficulty.
5. To ensure that language (for non-Spanish-speaking students) is not a real barrier in the learning of Mathematics. Through specific translations when necessary and, also, thanks to the use of Technologies.

DATA OBJECTIVES:

1. That students have a positive evolution, in the area of Mathematics, from the initial Evaluation (September) to the End of the Course Evaluation (June).
2. That students in the 4th year of Primary Education reach, at least, the average of the rest of the schools dependent on the MEC in the area of Mathematics (diagnostic test in May).
3. That the students, from KG2 onwards, reach the average of the rest of the UAE students in the area of Mathematics (MAP tests).

OBJECTIVES AND INITIATIVES:

1. Preparation of documents for "Other Mathematics, another school":
 - "Maths": Language, student groupings, work methodology, evaluation.
 - "Mathematics improvement plan": structure of the sessions, mathematical content, differentiation, etc.
2. Debate in the teachers' meetings, both for the practical and real development of the previous documents and for the teachers' contribution to the project.
3. Give adequate weight to Mathematics in the development of the STEM Week including, for example, a mathematical Gymkhana during it.
4. Make sense of the use of EMAT and ONMAT in an appropriate way for mathematical learning.
5. Incorporation of Technology to improve mathematical learning (Mathematics websites, TEKMAN digital material, etc.).
6. Acquisition of manipulative material for the development of the mathematics session.



**EVALUATION AND
REFLECTION OF
THE RESULTS:**

In general, analysing the progression of students in Mathematics between the Initial Assessment (September 2024) and the Final Assessment (June 2025) we can see that there has been a generally positive evolution on the part of the students.

Regarding the MAP TESTS in Mathematics, although there has been a positive evolution between the autumn test and the spring test, here the results are more disparate (with very good results in KG and Grade 3; intermediate results in Grade 2, Grade 4 and Grade 5; poorer results in Grade 1, Grade 6 and Grade 7).

In the case of the MEC Diagnostic Test for 4th grade of Primary (May 2025), we can say that the results in the area of Mathematics have been quite good: while our students have obtained an N3 competence level (36% according to MEC nomenclature), the average of students in the rest of the centers dependent on the MEC does not exceed 31%.

All this makes us reflect on acceptable results, but that we have to improve during the next academic year:

- Specific preparation for MAP tests
- Specific preparation for MEC diagnostic tests
- Application of techniques and methodologies to solve the language problem (in many cases we have detected that there is a relatively low level in Mathematics in the case of non-Spanish-speaking students, especially in their first year of incorporation into the Center)
- Application of an appropriate methodology in Mathematics, applying active methodologies and making appropriate use of EMAT and ONMAT
- Adequate teacher training in the field of Mathematics

**GOALS FOR THE
NEXT SCHOOL
YEAR:**

- Online training of EMAT and ONMAT teachers, memorating their training and understanding in the teaching of Mathematics.
- Dedicate adequate time to stage meetings (Infant and Primary/ESO) where all teachers reflect and debate on good practices in the process of teaching and learning Mathematics.
- Consolidate the application of active methodologies (workstations, activity levels, gamification...) in the Mathematics class for better understanding and learning by the students, as well as for adequate attention to differentiation.
- In all possible situations, use specific DATA in Mathematics to analyse the evolution of students (Teacher Assessment, NWEA-MAP, MEC Diagnostic Tests) through comparative information between the different tests.
- As in the previous point, transfer all the information available in the different mathematical Evaluations to the Evaluation Boards.
- Integrate the area of Mathematics into STEM Week.
- Development of the "Scope and Sequence" of the Mathematics area for all Infant, Primary and Secondary courses.
- Significantly improve the results of the external tests in Mathematics (MAP tests from KG2 and MEC diagnostic tests in Grade 4 and Grade 8).
- That language is not a barrier to learning mathematics.



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

FINAL CURRICULUM REPORT SCIENCE

Coordinator: Aloa Lamarca

2024-2025



CURRICULUM AREA: SCIENCE

RESPONSIBLE STAFF:

ALOA LAMARCA DAMS

TIMING:

AUGUST 2024- JULY 2025

ESTABLISHED OBJECTIVES:

- **Introduce one hour a week of experimental laboratory** for students from 1st to 5th year of Primary, to introduce and practice the scientific method from an early age, with a protocol adapted to each year and age.
- **Develop a transversal Scope and Sequence** that ensures compliance with the basic knowledge and competences of the LOMLOE and the Emirati curriculum, unifying the science contents in both regulations.

DATA OBJECTIVES:

- To raise the academic level of students in Science, increasing their mastery of curricular content.
- Improve scientific expression, both oral and written, promoting the correct use of scientific language in presentations and works.
- Achieve the progressive acquisition of the scientific method: students in each cycle (G1–G2, G3–G5, G6–G7) should show an increasing mastery in the application of the phases of the scientific method (observation, hypothesis, experimentation, conclusion), according to their educational level:
 - **In Grade 1 and 2:** Start writing a hypothesis (for them we call it What do we think is going to happen?), understand the laboratory materials and the basic safety measures that must be considered to do an experiment. Know how to analyze the results of simple experiments qualitatively (through observation).
 - **In Grade 3, 4 and 5:** Formulate hypotheses, know the names of the materials and the safety measures. Perform experiments with a little more complexity and learn to analyze the results qualitatively and quantitatively (start with the representation of simple and guided graphs).
 - **In Grade 6 and 7:** Master all the steps of the scientific method, including the analysis of data from both graphs and tables, and learning to draw conclusions from the results obtained.

OBJECTIVES AND INITIATIVES:

- To achieve the proposed objectives and promote interest in science, the department launched various initiatives and activities throughout the year:
- **International Day of Women and Girls in Science (February 11)** – It was celebrated with special classroom activities to make visible the contributions of women scientists and inspire female students to pursue STEM vocations. These activities consisted of: an exhibition of women scientists in the school that the students went to see and completed some worksheets. Replicate experiments carried out by women scientists in the laboratory so that students could do and understand them better.



	• Science Fair – Organization of a school fair in which all courses presented scientific projects: Virtual classroom projects, model construction projects, experimental projects, creation of a planetarium and creation of a school garden using automatic irrigation: promoting the spirit of research and scientific dissemination among classmates and families. • Water and Electricity course and Hackathon (ADEK) – Participation of a team of students (Grades 5, 6 and 7) in the hackathon organized by the educational organization ADEK, developing a technological project on water and energy saving, which allowed science knowledge to be applied to real problems. • Louvre Tortoise Naming Contest (Grades from KG to Grade 5) – A fun and educational initiative in which students proposed and voted on names for the new turtles rescued by the Louvre. This interdisciplinary activity fostered environmental awareness and creativity, linking science with ecological responsibility. And it ended with a visit to the National Aquario with a guided tour by Grade 3 and 4 students.
FINAL DATA:	A) At the end of the year, the results of the external MAP Science tests were analyzed, comparing the beginning (autumn 2024) and end of the course (spring 2025) evaluations in Grades 3 to 7. The quantitative data by year show the percentage of students who improved, maintained or regressed in their MAP score throughout the year: • Grade 3: 75% of students improved their results on the MAP test, 6% remained without significant changes, and 19% experienced a decline in scores. • Grade 4: More than 90% of students (approx. 91%) improved their score, about 5% remained stable unchanged, and another 5% scored lower at baseline. • Grade 5: 82% of students improved their results, 6% remained unchanged, and 12% showed a setback compared to the beginning of the course. • Grade 6: 93% of students improved their MAP score, no students remained the same (0% unchanged) and only 7% obtained lower results than in the initial assessment. • Grade 7: 93% of students improved their results, 7% remained unchanged, and no students fell back (0% decline in scores). B) At the end of the year, the progress of the students in relation to the scientific method was analyzed, making an observation of the work carried out in the laboratory and it was observed that in most cases, the students, present at the end of the course a good command of the scientific method in the different stages, understanding the importance of scientific rigor and safety in the laboratory.
EVALUATION AND REFLECTION OF THE RESULTS:	In general terms, the evaluation of the work done during the year is positive. Significant progress was made in the introduction of the scientific method in Primary: the incorporation of the weekly experimental laboratory hour in 1st to 5th Primary allowed students to become familiar with observation and experimentation in a practical way. The students showed enthusiasm in the laboratory sessions, developing a more investigative attitude. In the higher courses, scientific thinking was also promoted; Although they already had more theoretical basis, it was observed that the systematization of the method (hypothesis, analysis of results, etc.) was progressively integrated into their work. However, there is still a long way to go for all students to apply the scientific method autonomously and naturally in their projects.



	Regarding the transversal Scope and Sequence (LOMLOE – Emirati curriculum), a first draft is being finalized that unifies the key contents of both curricular requirements. During the 2024–2025 academic year, coordinated work was carried out to align the LOMLOE standards with those of the local curriculum, identifying overlaps and gaps. This planning effort is important to ensure that no important content is left out. However, the development of the complete Scope and Sequence is more laborious than expected and will be completed during the summer to ensure that it is implemented from the beginning of the 2025-2026 school year. As for the daily curricular compliance, we are aware that in most courses the entire syllabus proposed by Anaya has not been completed. We worked in advance on the preparation of students for the MAP tests, mainly in the last term: incorporation of the question of the day, MAP-type exercises and reinforced key contents in the previous weeks. The results of the MAP science tests show widespread progress in all grades, reflecting the positive impact of the teaching provided. Especially in the higher grades (G6–G7) a high percentage of improvement in scores was observed and practically no cases of decline, indicative of a good consolidation of knowledge. However, in some Primary grades the total coverage of the units was affected towards the end of the year, partly due to the lack of time due to interruptions; This could have influenced a minority of students not to improve or even slightly lower their performance, something to be reviewed for the future. On the other hand, during the implementation, some challenges and aspects to improve arose. One of the main obstacles was the loss of teaching hours due to school events, outings and other commitments of the center, which reduced the effective time of Science classes in certain periods. This reduction in hours made it difficult to complete all the syllabus provided in some classes, forcing them to prioritize content. This points to the need for greater coordination between the different science teachers, to unify criteria and ensure a homogeneous application of the agreed methodologies. More frequent follow-up meetings and joint planning would have helped to detect these differences in time and to share good practices among teachers. In summary, the Department of Science closes the 2024–2025 academic year with a positive balance: important foundations were laid (laboratory in primary school, bilingual integrated planning) and students have improved their scientific competence, as evidenced by the results. At the same time, the reflections show us clear areas for improvement in planning and coordination, which will be addressed in the next academic year to continue raising the quality of science teaching.
GOALS FOR THE NEXT COURSE:	Looking ahead to the 2025–2026 academic year, the Department of Science aims to achieve the following goals, giving continuity and improvement to current initiatives: • To deepen the work with the scientific method in all classes, consolidating the weekly laboratory hour and encouraging students to formulate hypotheses, design simple experiments and analyze results on a regular basis. • Ensure that all classes complete the units of the established Scope and Sequence, complying with the scheduled times and addressing all the contents of both LOMLOE and the Emirati curriculum. Better management of teaching time will be sought to avoid delays in the syllabus.



- **Establish common practices in all science classrooms:** consistently implement a daily "question of the day" at the beginning of class, dedicate one hour per week to experimental laboratory activities, and perform science writing exercises ("power writing") at least twice a week. These shared routines will reinforce scientific skills and methodological cohesion among all groups.
- **Promote interdisciplinarity with Language, math and other subjects,** coordinating projects and content that integrate Science with the area of Language (e.g. reading and writing of scientific texts) and with subjects such as Mathematics, Technology or Art. The aim is to enrich learning by applying scientific knowledge in diverse contexts and developing key competences in a transversal way.

In conclusion, the proposed goals for 2025–2026 seek to consolidate the achievements made this year and address the areas of improvement identified.



المدرسة الإسبانية في أبوظبي
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FINAL CURRICULUM REPORT

ENGLISH

Coordinator: Yvette Flippen

2024-2025



CURRICULUM AREA: ENGLISH

RESPONSIBLE STAFF:

- Yvette Flippen: Head of English Department, Teacher for Grade 6 / Grade 7
- Miranda Mali: Teacher for Grade Pre-KG / KG1 / KG2
- Amanda Roca: Teacher for Grade 1 / Grade 2
- Alma Imamovic: Teacher for Grade 3 / Grade 4 / Grade 5

TIMING:

- All year

ESTABLISHED OBJECTIVES:

- To deliver structured English curriculum content via Cambridge One
- To impact student growth via NWEA MAP

DATA OBJECTIVES:

- To increase the percentage of students scoring higher on the 2024-25 academic year Cambridge One exams from the 2023-24 academic year, through targeted skill instruction and differentiated support.
- To ensure that 100% of students demonstrate measurable growth on NWEA MAP Reading and Language by Spring 2025, even if they are not yet at grade level.

OBJECTIVES AND INITIATIVES:

- Fully Developed Lesson Plans - Scaffolded and Differentiated: *Department Initiative*
- Power Writing: *School-wide Initiative*
- My Goal & Data Sheet: *Classroom Initiative*
- The Writing Process: *Classroom Initiative*
- Vocabulary Strategy in 3 Languages: *School-wide Initiative*
- Differentiated Student Choice Boards: *Department Initiative*
- The Socratic Seminar: *Classroom Initiative*
- Self-Assessment / Peer Assessment Journal Markers: *Classroom Initiative*
- Formative Assessments via Exit Tickets: *School-wide Initiative*
- Expansion of Digital Platforms: *School-wide Initiative*
- My Pledge to Myself: *School-wide Initiative*
- Enrichment Clubs: *School-wide Initiative*
- SSAD School Store: *School-wide Initiative*
- Mentor Program: *School-wide Initiative*



FINAL DATA:	• 62% of students in line with growth standards in English Reading (Winter to Spring) • 69% of students in line with growth standards in English Language (Winter to Spring) • 41 % of students in line or above international standards Reading (up from 36% in Winter). • 51 % of students in line or above international standards Language (up from 45% in Winter).
EVALUATION AND REFLECTION OF THE RESULTS:	A variety of strategic initiatives were implemented at the classroom, departmental, and school-wide levels to support these goals. These included scaffolded lesson plans, differentiated instructional tools (e.g., choice boards), writing-focused strategies (e.g., Power Writing, The Writing Process), and targeted vocabulary instruction across three languages. Additionally, initiatives like formative assessment, Socratic Seminars, and student self-tracking tools reinforced a culture of accountability and reflection. Although comparative year-on-year Cambridge One exam data is still under review, preliminary trends suggest that skill-specific interventions, particularly in writing, vocabulary, and listening, positively influenced classroom-based assessments and term evaluations. Differentiated supports such as student choice boards and peer/self-assessment markers contributed to deeper student engagement and ownership of learning. However, the curriculum remains too advanced for most students outside of the early years, and foundational gaps continue to limit exam performance in Grades 3-7. Continued curriculum adaptation and leveling remain essential. These data results show that while full achievement of the 100% growth target has not yet been reached, a majority of students demonstrated measurable growth. The upward trend in attainment levels reflects a positive impact from the department's focus on differentiated instruction, formative assessment, and language-specific scaffolding. The use of tools such as "My Goal & Data Sheet" and vocabulary strategies in three languages reinforced cross-linguistic comprehension and student tracking of progress. The alignment of structured curriculum delivery (Cambridge One) with growth-focused tools (MAP, formative assessment, differentiation) is beginning to yield positive results. While gaps in foundational skills and curriculum mismatch remain challenges, the upward trends in both growth and attainment data underscore the effectiveness of the department's initiatives. Moving forward, increased emphasis on curriculum realignment, intensive language foundations in early grades, and sustained differentiation will be key to accelerating progress toward 100% measurable growth and increased international-level attainment.



**GOALS FOR THE
NEXT COURSE:**

- Adopt leveled content objectives to supplement Cambridge One.
- Introduce intensive foundational language programs in lower grades.
- Increase opportunities for students to improve vocabulary and foundational skills for reading.
- Align formative and summative assessments with Cambridge-tested skills and adapt them to students' actual proficiency levels.
- Align formative and summative assessments with MAP-tested skills and adapt them to students' actual proficiency levels.
- Use data-driven instruction to bridge academic gaps.
- Revise curriculum mapping to integrate ESL benchmarks.
- Introduce a vertically aligned scope and sequence that accounts for language acquisition stages and content objectives.



المدرسة الإسبانية في أبوظبي
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FINAL CURRICULUM REPORT

MOE CURRICULUM SUBJECTS

Coordinator: Sajida Mousa

2024-2025



CURRICULUM AREA: MOE Subjects

RESPONSIBLE STAFF:	<u>Sajida Moussa</u>
TIMING:	2024-2025
ESTABLISHED OBJECTIVES:	• To improve students' proficiency in Arabic, Islamic Studies, and Social Studies through differentiated instruction and targeted support. • To foster cultural awareness and identity by integrating heritage and values-based education. • To promote multilingualism and academic excellence across all subjects.
DATA OBJECTIVES:	• Monitor student progress through diagnostic and formative assessments in Arabic, Islamic Studies, and Social Studies. • Track engagement and achievement levels in language acquisition and content comprehension. • Collect feedback from teachers, students, and parents on learning effectiveness and support systems
OBJECTIVES AND INITIATIVES:	• Organize spelling bees and Arabic language challenges to enhance vocabulary and language skills. • Promote cultural awareness through events like Haq Al Leila giveaways, Flag Day celebrations, and Ramadan Iftar gatherings. • Host internal and external Quran recitation competitions to deepen students' religious understanding and recitation skills. • Participate in NAE Literary & Performing Competitions to encourage creativity and confidence in Arabic language arts. • Encourage student involvement in heritage events and cross-curricular activities integrating Arabic, Islamic Studies, and Social Studies.
FINAL DATA:	• Summary of assessment results showing improvements in language skills and content knowledge. • Records of student participation in extracurricular and cultural activities. • Feedback summaries highlighting successes and areas needing improvement.



EVALUATION AND REFLECTION OF THE RESULTS:	• Analyze the effectiveness of targeted support initiatives and identify challenges such as resource limitations or engagement gaps. • Reflect on teacher collaboration and professional development impact. • Assess the consistency of IEP implementation and parental involvement.
GOALS FOR THE NEXT YEAR:	• Increase digital resources and interactive tools for Arabic and Islamic Studies. • Strengthen family-school communication and involvement in student learning. • Expand peer-led activities and student leadership in cultural programming. • Enhance assessment practices to better capture critical thinking and language proficiency.

ANNUAL REPORT

Part 5

STAKEHOLDERS' SURVEYS RESULTS



ACADEMIC YEAR: 2024-2025

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- 3. Student Survey Results: All Domains and Questions.**
- 4. Student Survey Comments Summary and Analysis**
- 5. Staff Survey Results: All Domains and Questions**
- 6. Staff Survey Comments Summary and Analysis**



المدرسة الإسبانية في أبوظبي

The Spanish School of Abu Dhabi

ENCUESTA ESCOLAR

2024-2025

SCHOOL SURVEY

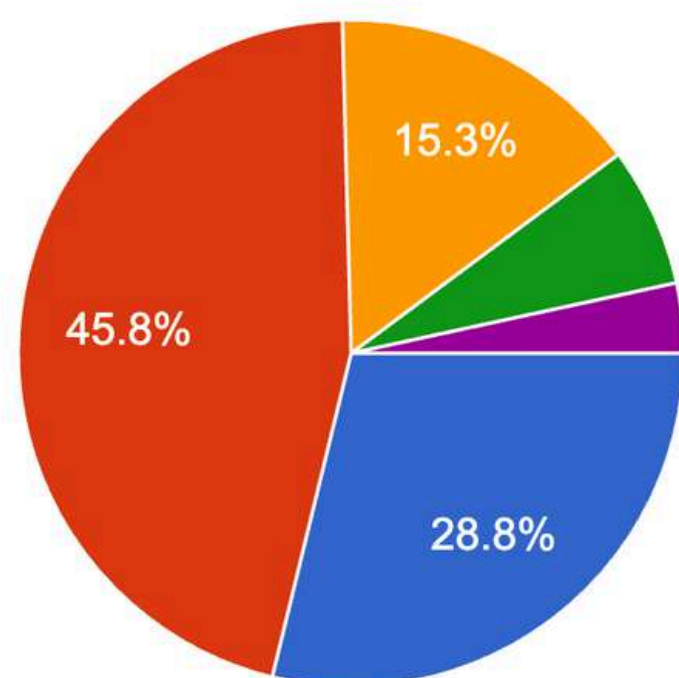


SECCIÓN A / SECTION A

Calidad del programa de enseñanza: evaluación, enseñanza y aprendizaje *Quality of the Instructional Program: Achievement, Teaching and Learning*

1. La calidad de la educación que mi hijo recibe en la escuela es alta. 1. The quality of education my child receives at the school is high.

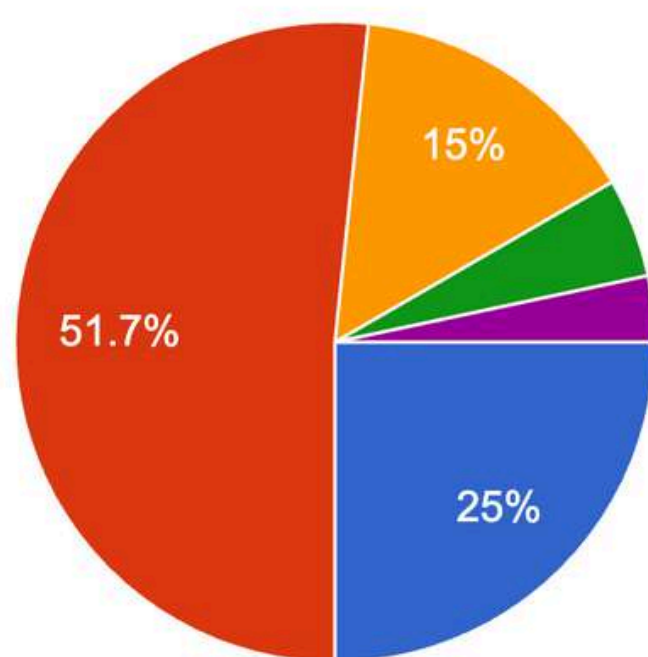
59 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

2. El currículo es atractivo, relevante y satisface las necesidades de aprendizaje de mi hijo. 2. The curriculum is engaging, relevant, and meets my child's learning needs.

60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

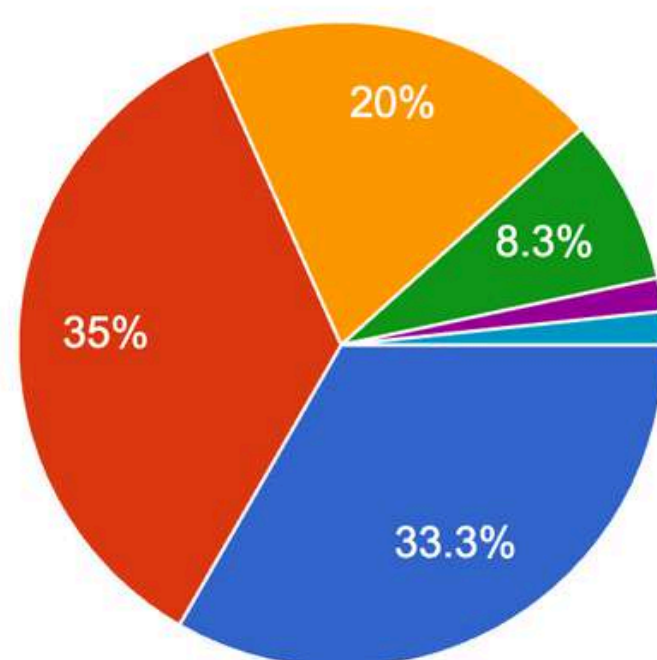


SECCIÓN A / SECTION A

Calidad del programa de enseñanza: evaluación, enseñanza y aprendizaje *Quality of the Instructional Program: Achievement, Teaching and Learning*

3. Los maestros tienen altas expectativas para todos los estudiantes. 3. Teachers have high expectations for all students.

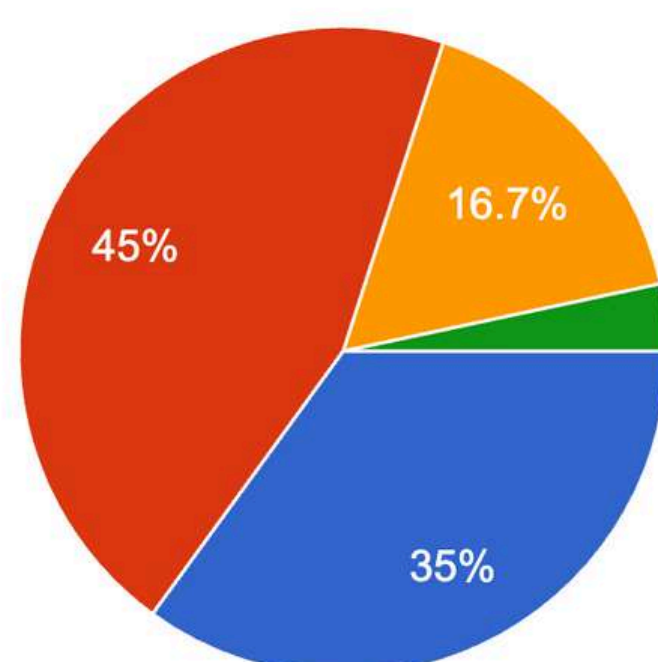
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

4. A mi hijo se le anima a pensar críticamente y a resolver problemas. 4. My child is encouraged to think critically and solve problems.

60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

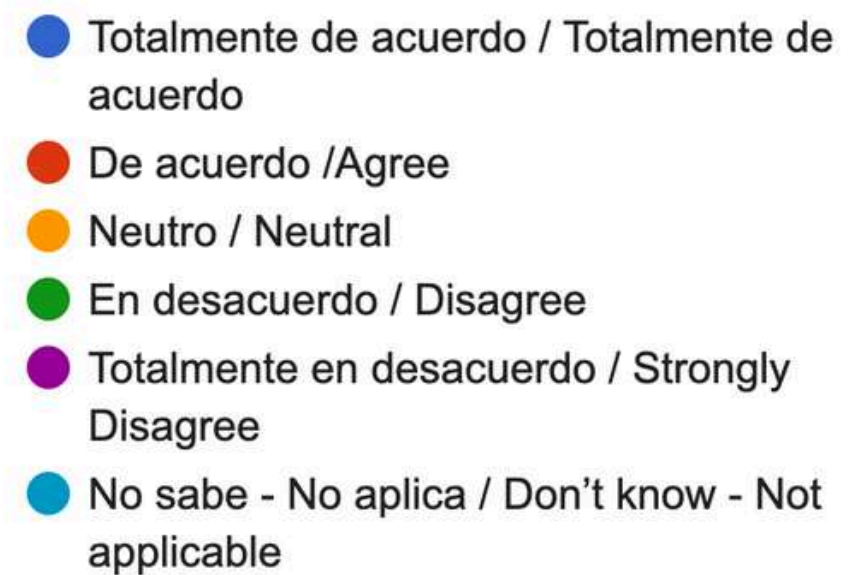
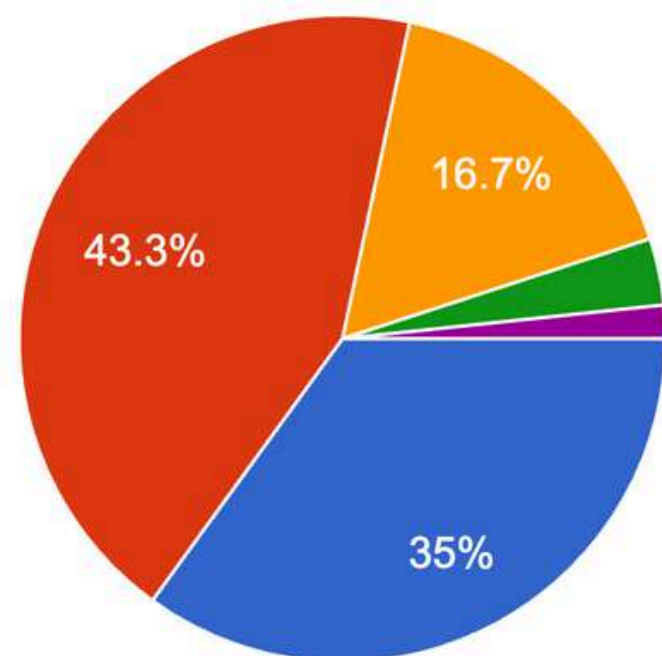


SECCIÓN A / SECTION A

Calidad del programa de enseñanza: evaluación, enseñanza y aprendizaje *Quality of the Instructional Program: Achievement, Teaching and Learning*

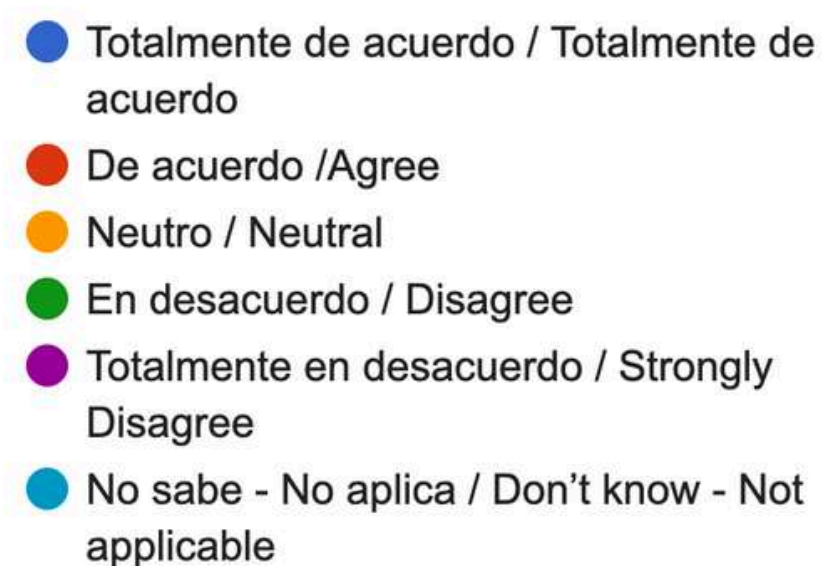
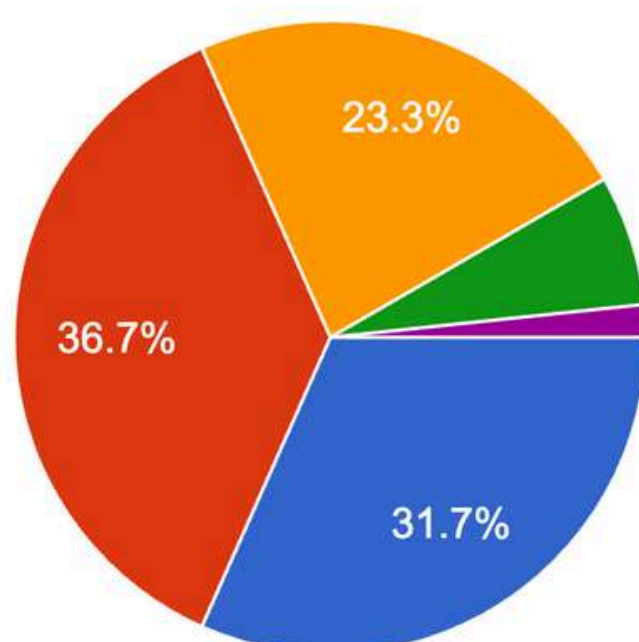
5. Los profesores adaptan su enseñanza para apoyar diferentes estilos y necesidades de aprendizaje. 5. Teachers adapt their teaching to support different learning styles and needs.

60 responses



6. Mi hijo está motivado y desafiado por la enseñanza y el aprendizaje. 6. My child is motivated and challenged by the teaching and learning.

60 responses



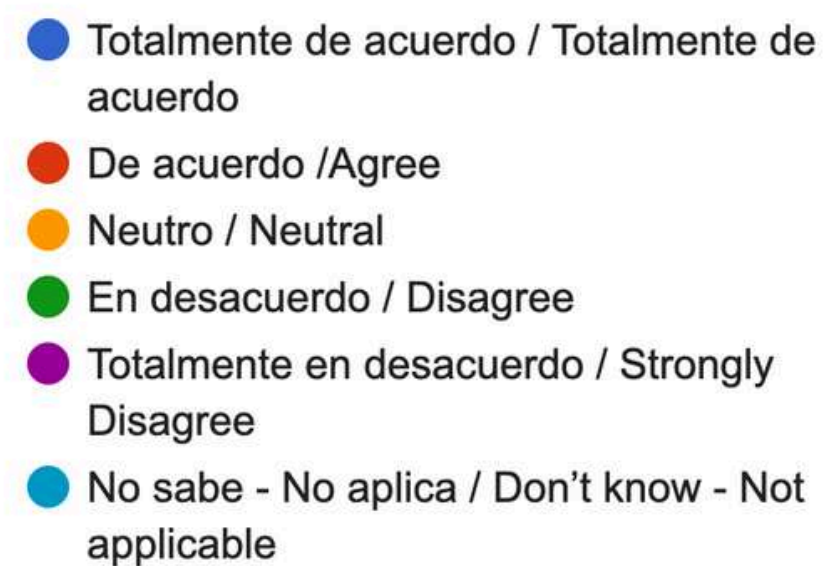
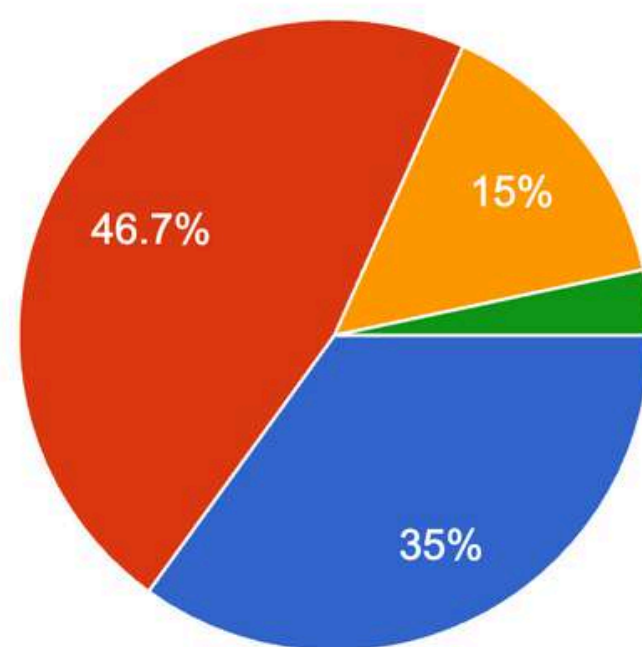


SECCIÓN A / SECTION A

Calidad del programa de enseñanza: evaluación, enseñanza y aprendizaje *Quality of the Instructional Program: Achievement, Teaching and Learning*

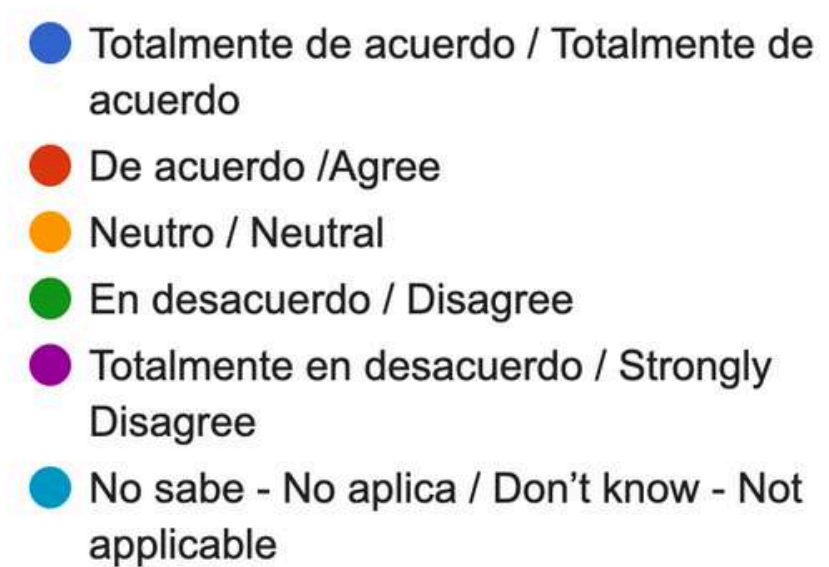
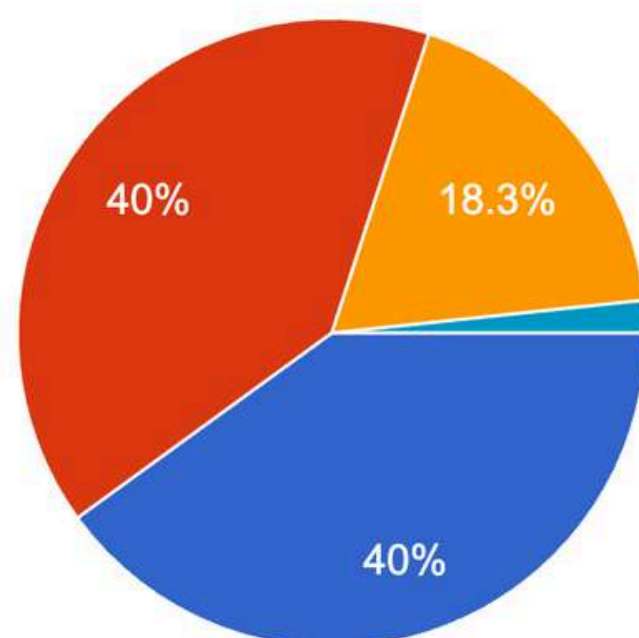
7. Los maestros utilizan diferentes métodos de enseñanza para ayudar a los estudiantes a aprender de manera efectiva. 7. Teachers use different teaching methods to help students learn effectively.

60 responses



8. El aprendizaje está conectado con situaciones y experiencias de la vida real. 8. Learning is connected to real-life situations and experiences.

60 responses



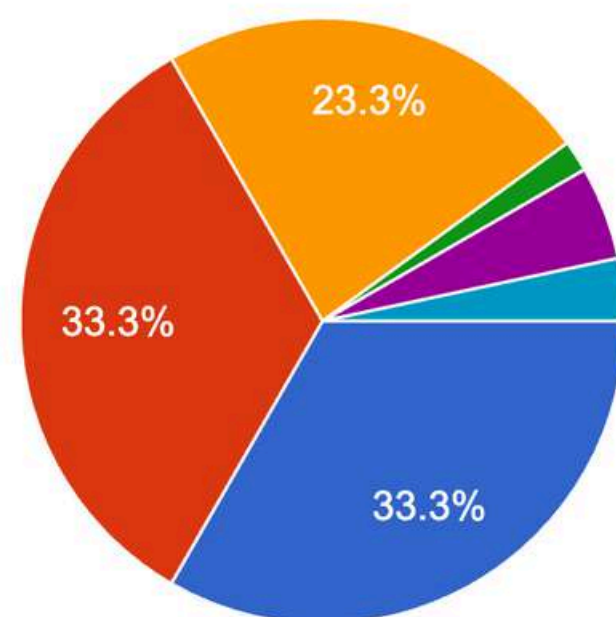


SECCIÓN A / SECTION A

Calidad del programa de enseñanza: evaluación, enseñanza y aprendizaje *Quality of the Instructional Program: Achievement, Teaching and Learning*

9. La tarea es apropiada en cantidad y apoya el aprendizaje de mi hijo. 9. Homework is appropriate in amount and supports my child's learning.

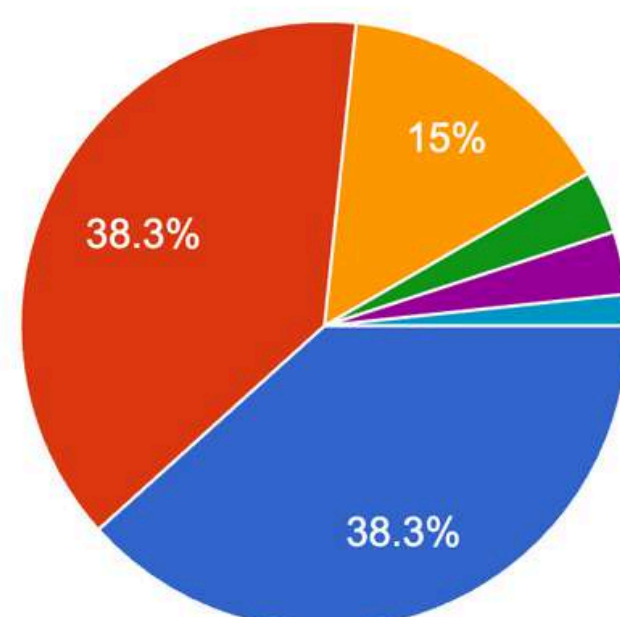
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

10. Los maestros revisan y evalúan regularmente el progreso de mi hijo. 10. Teachers regularly check and assess my child's progress.

60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

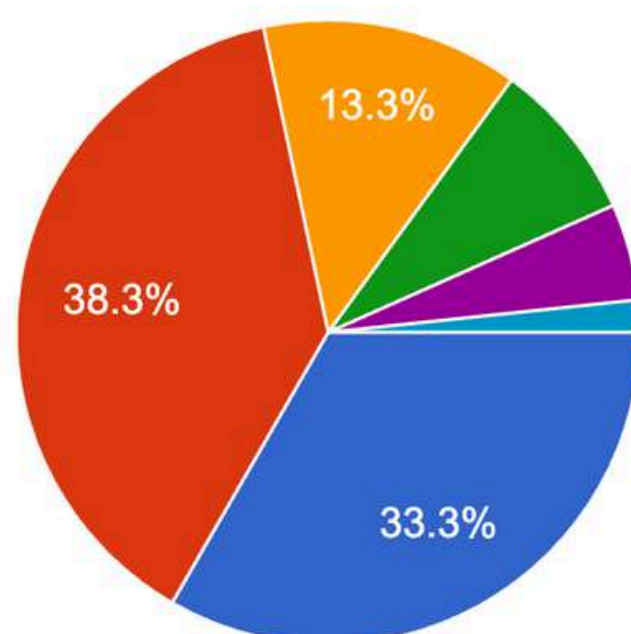


SECCIÓN A / SECTION A

Calidad del programa de enseñanza: evaluación, enseñanza y aprendizaje *Quality of the Instructional Program: Achievement, Teaching and Learning*

11. El tiempo de instrucción en clase se utiliza de manera efectiva. 11. Instructional time in class is used effectively.

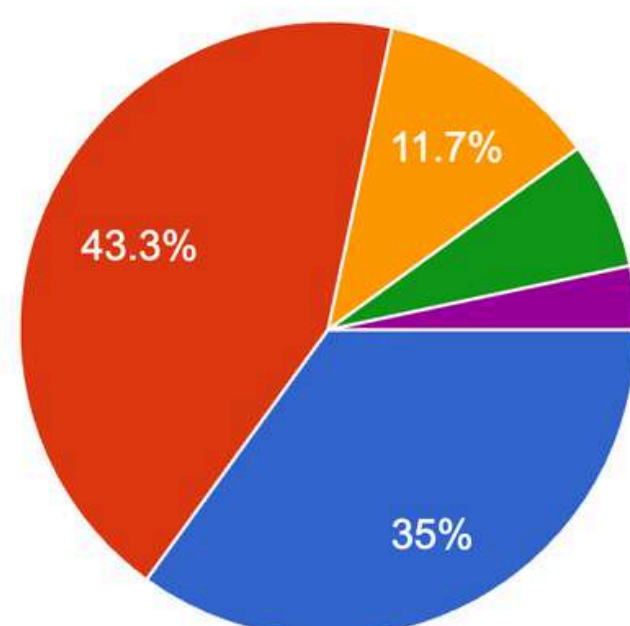
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

12. La evaluación de mi hijo refleja de forma efectiva el nivel de aprendizaje. 12. Assessment clearly reflects my child's learning.

60 responses



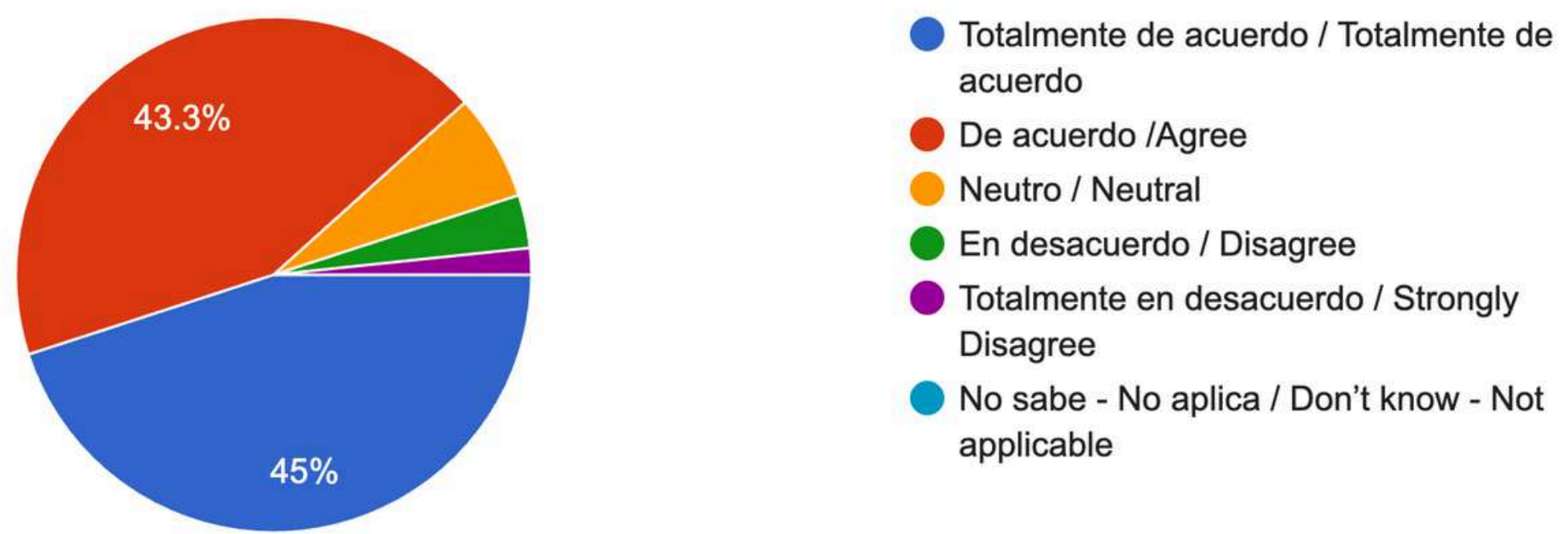
- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable



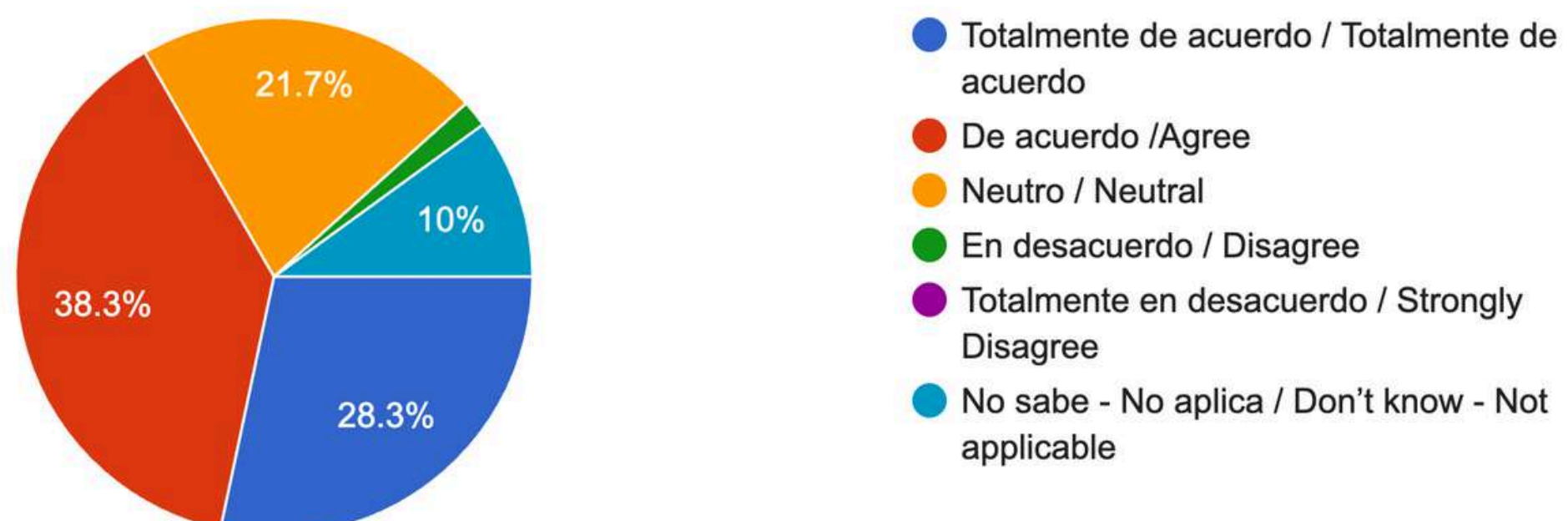
SECCIÓN B / SECTION B

Cuidado, orientación y apoyo para la enseñanza de los estudiantes Care, Guidance and Support for Student Learning

1. A mi hijo le gusta aprender en esta escuela. 1. My child enjoys learning at this school.
60 responses



2. Los estudiantes que tienen dificultades en clase reciben apoyo adicional específico. 2. Students who are struggling in class receive targeted additional support.
60 responses

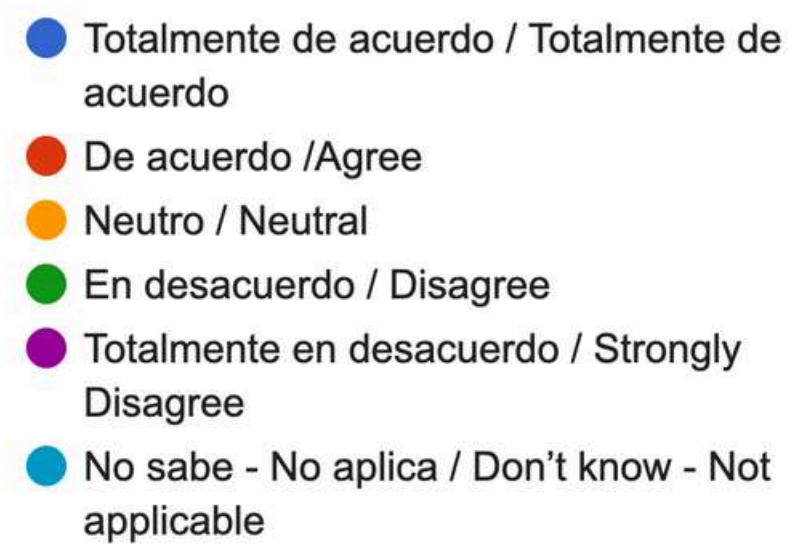
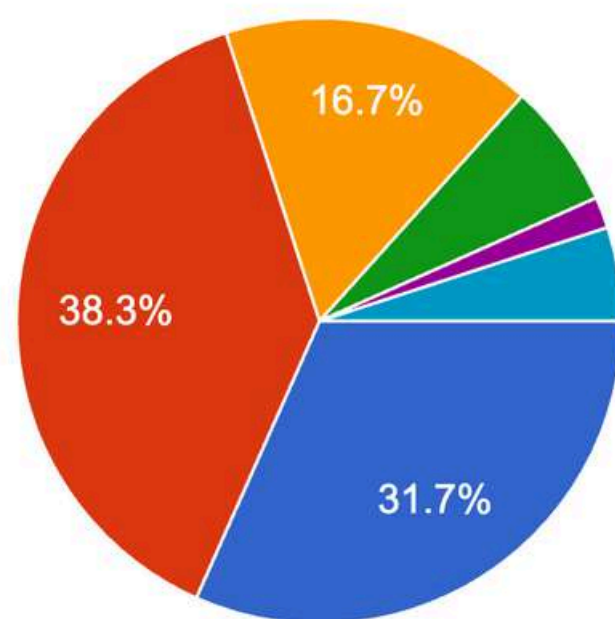




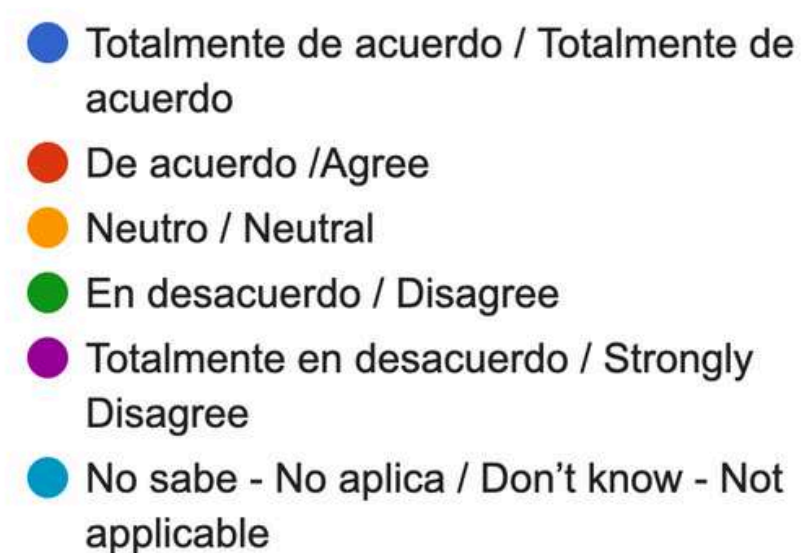
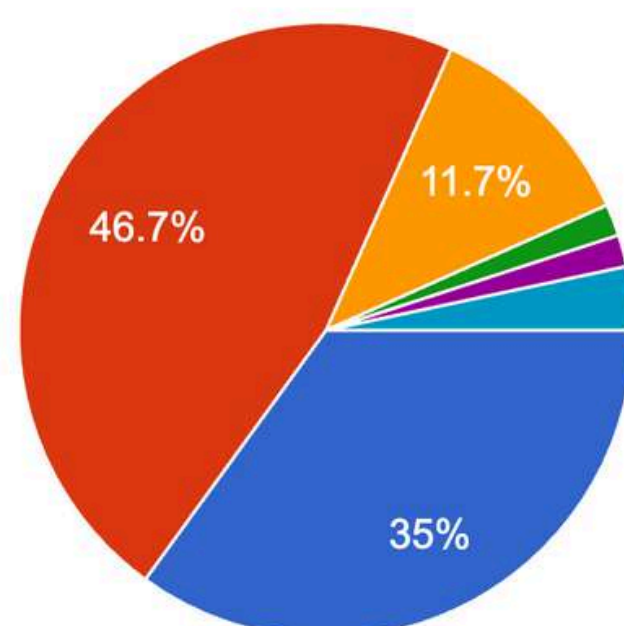
SECCIÓN B / SECTION B

Cuidado, orientación y apoyo para la enseñanza de los estudiantes Care, Guidance and Support for Student Learning

3. La escuela ofrece oportunidades de aprendizaje que se adaptan a una amplia gama de habilidades de los estudiantes. 3. The school offer...ties that cater to a wide range of student abilities.
60 responses



4. The school celebrates and recognizes all types of student achievements. 4. The school celebrates and recognizes all types of student achievements.
60 responses



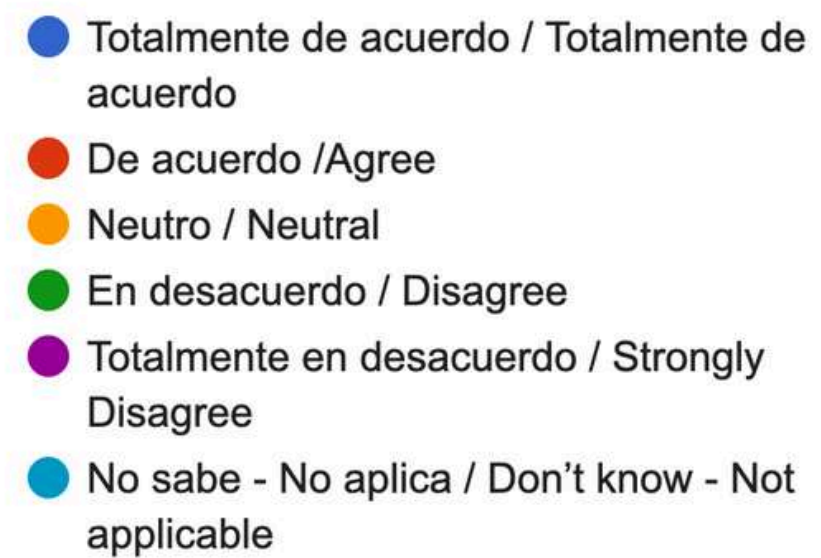
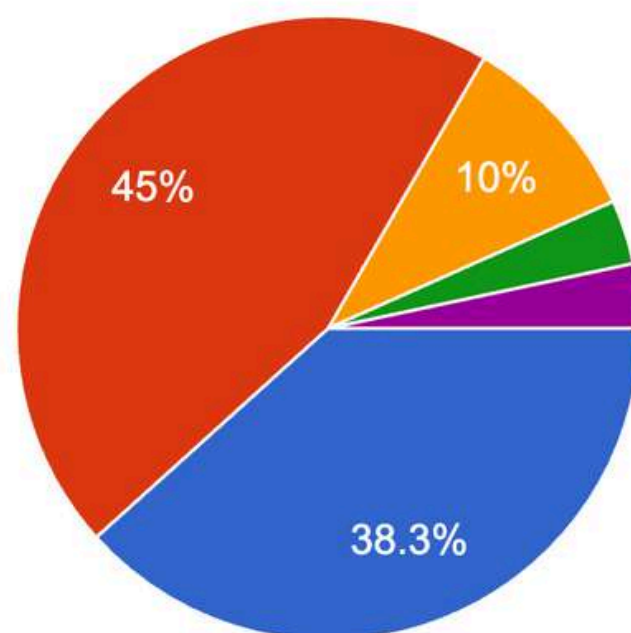


SECCIÓN B / SECTION B

Cuidado, orientación y apoyo para la enseñanza de los estudiantes Care, Guidance and Support for Student Learning

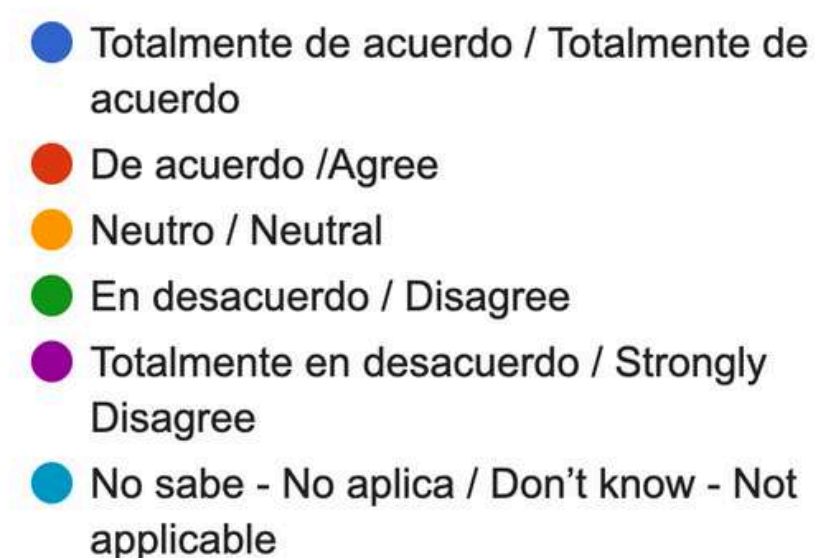
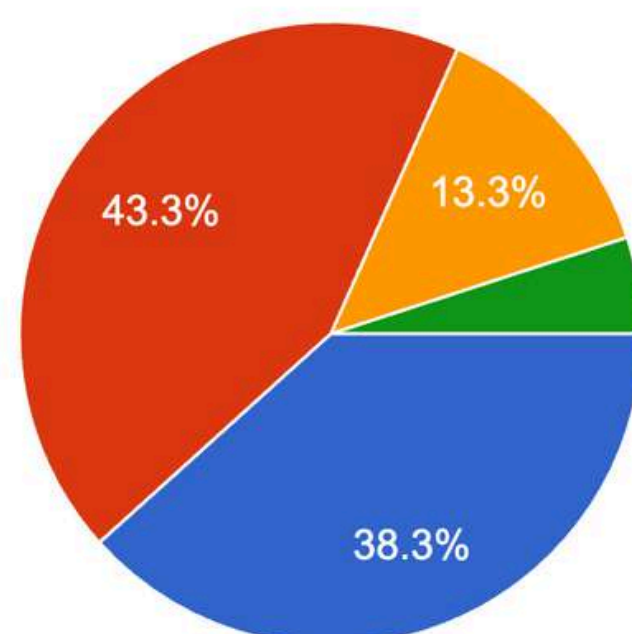
5. Existen procedimientos de comunicación efectivos entre los padres y los docentes. 5. Effective communication procedures are in place between parents and teachers.

60 responses



6. Los estudiantes tienen acceso a recursos y herramientas apropiados para apoyar su aprendizaje. 6. Students have access to appropriate resources and tools to support their learning.

60 responses

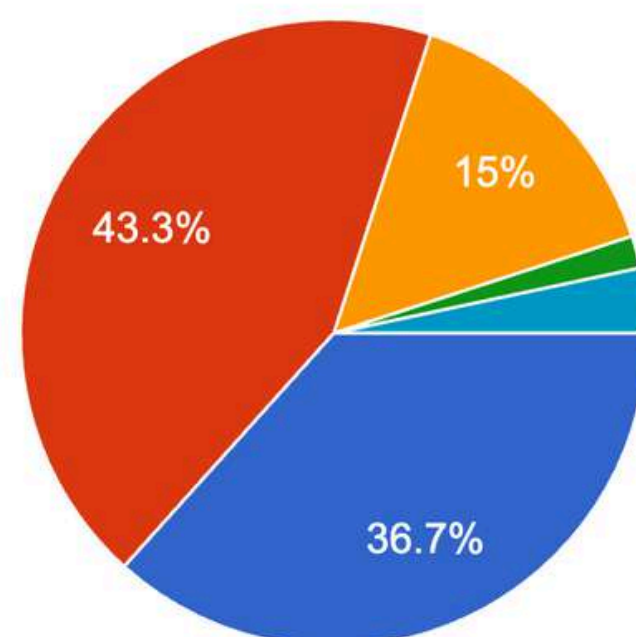




SECCIÓN B / SECTION B

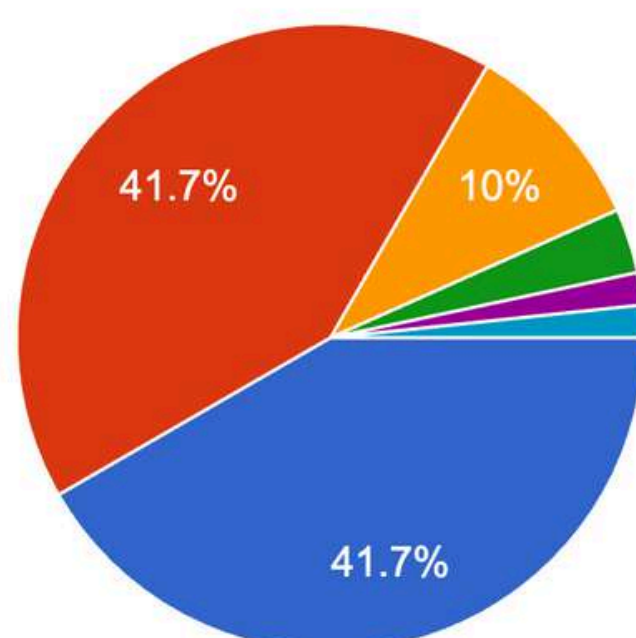
Cuidado, orientación y apoyo para la enseñanza de los estudiantes Care, Guidance and Support for Student Learning

7. Mi hijo usa la tecnología en la escuela para mejorar el aprendizaje y desarrollar habilidades. 7. My child uses technology at school to enhance learning and develop skills.
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

8. La escuela proporciona materiales, recursos y libros de texto actualizados. 8. The school provides up-to-date materials, resources, textbooks, and supplies.
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

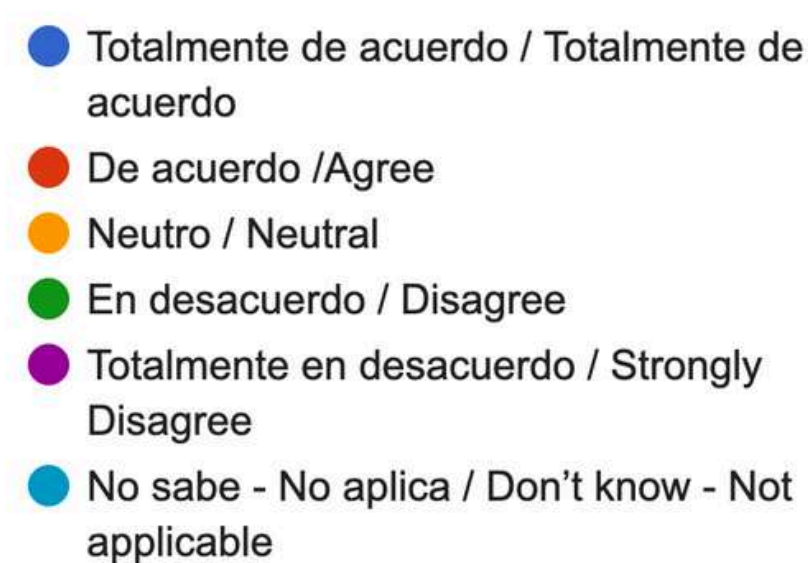
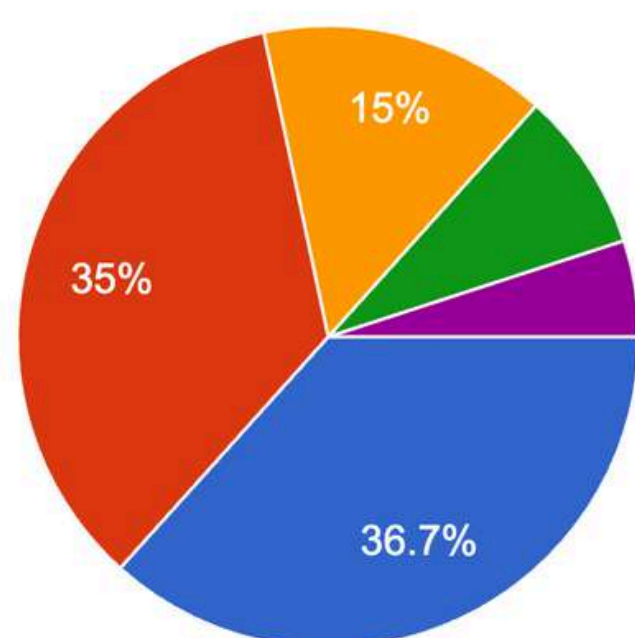


SECCIÓN B / SECTION B

Cuidado, orientación y apoyo para la enseñanza de los estudiantes Care, Guidance and Support for Student Learning

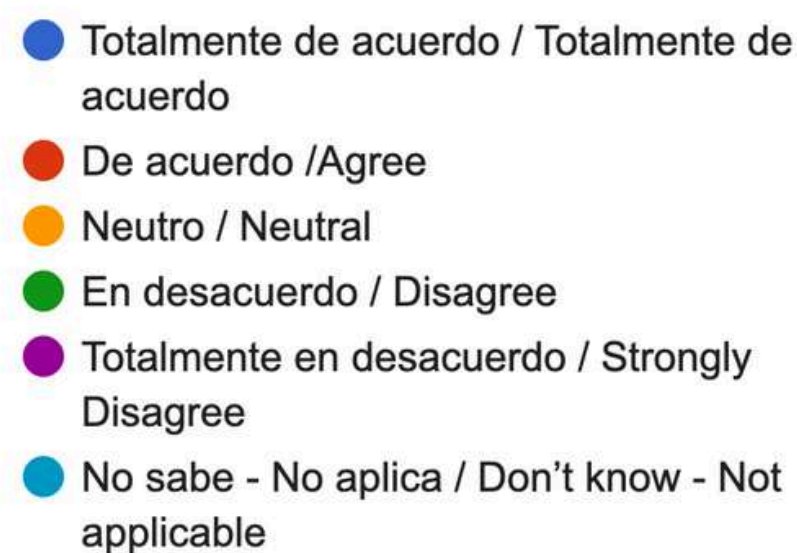
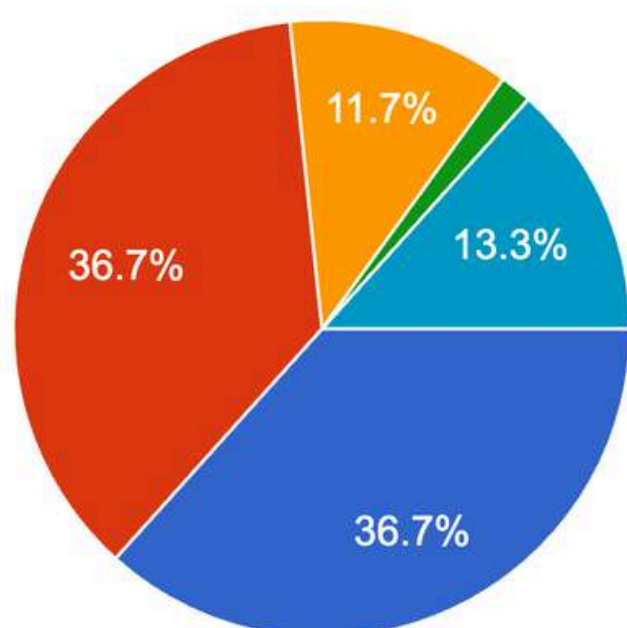
9. Las instalaciones de la escuela apoyan y mejoran el aprendizaje de los estudiantes. 9. The school facilities support and enhance student learning.

60 responses



10. La escuela apoya e incluye a estudiantes con Necesidades Educativas Especiales. 10. The school supports and includes students with Special Educational Needs.

60 responses

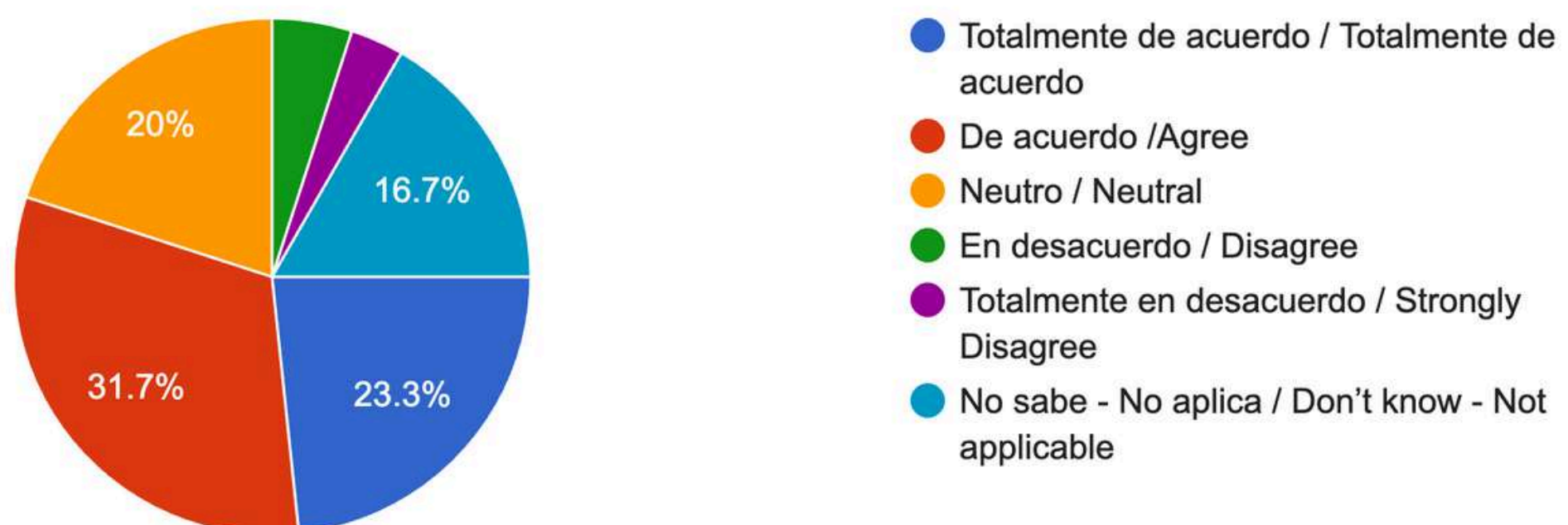




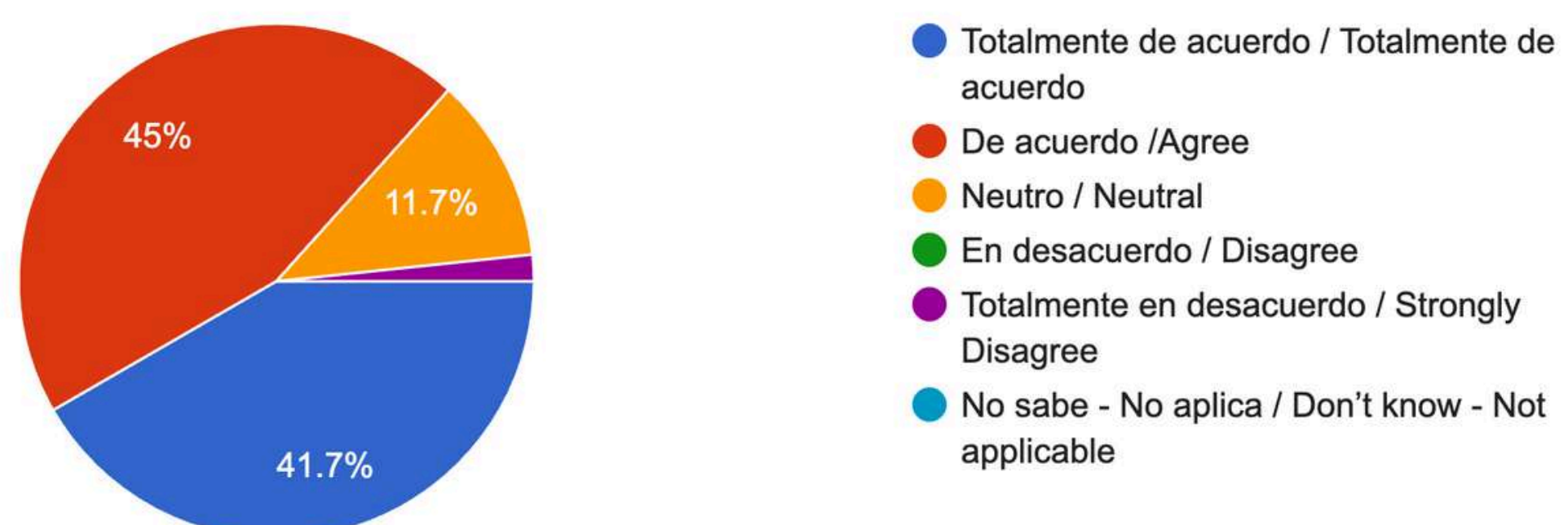
SECCIÓN B / SECTION B

Cuidado, orientación y apoyo para la enseñanza de los estudiantes Care, Guidance and Support for Student Learning

11. La escuela ofrece oportunidades adecuadas para los estudiantes identificados como de altas capacidades o con talento(s). 11. The school pro...s for students identified as gifted and/or talented.
60 responses



12. La escuela fomenta un entorno de aprendizaje seguro e inclusivo para todos los estudiantes 12. The school fosters a safe and inclusive learning environment for all students
60 responses

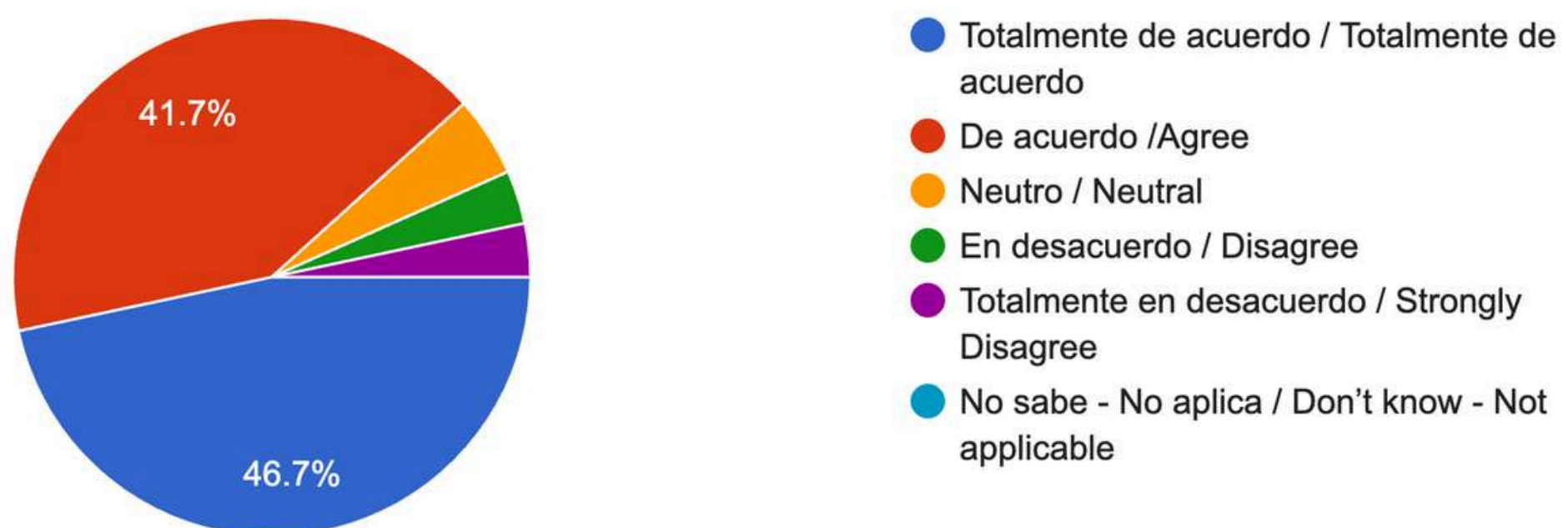




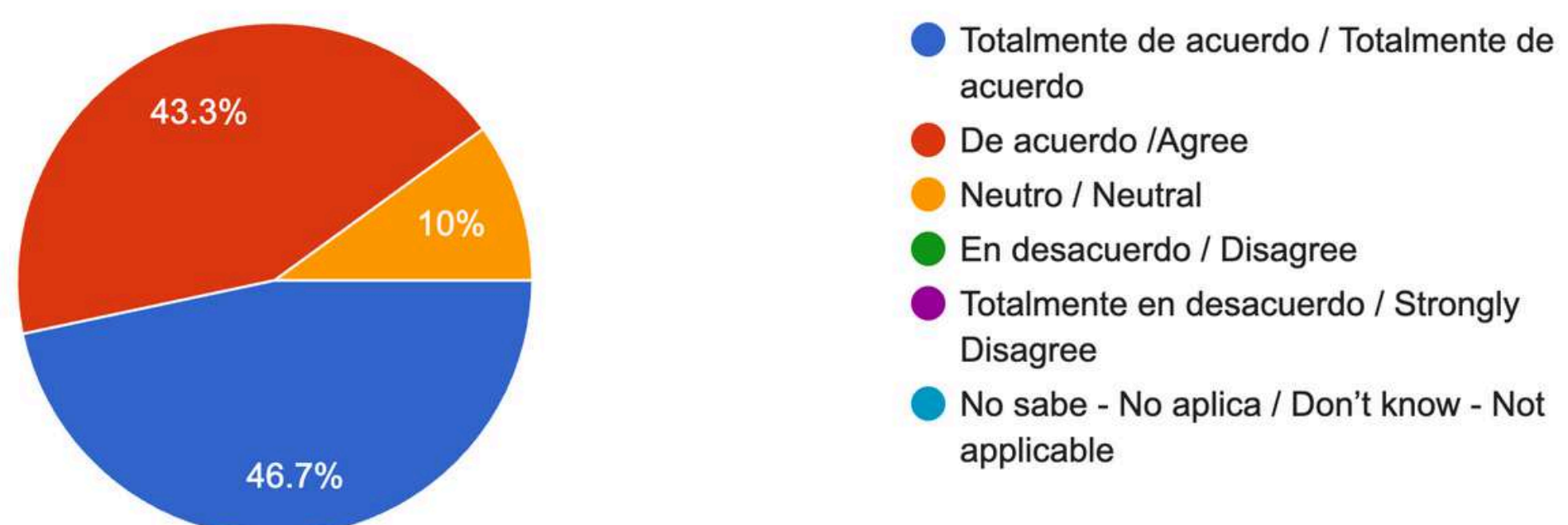
SECCIÓN C / SECTION C

Clima escolar y bienestar estudiantil *School Climate and Student Well-Being*

1. Mi hijo es feliz y disfruta ir a la escuela. 1. My child is happy and enjoys going to school.
60 responses



2. La escuela fomenta el respeto por las personas de diferentes culturas y orígenes. 2. The school fosters respect for people from different cultures and backgrounds.
60 responses



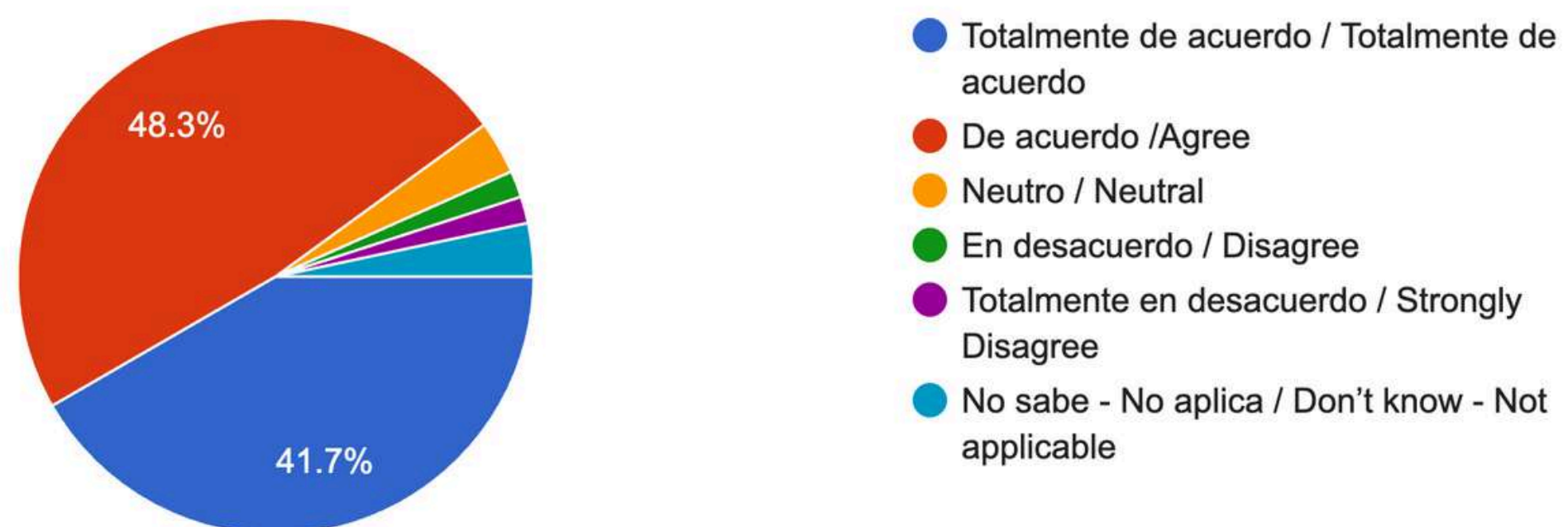


SECCIÓN C / SECTION C

Clima escolar y bienestar estudiantil *School Climate and Student Well-Being*

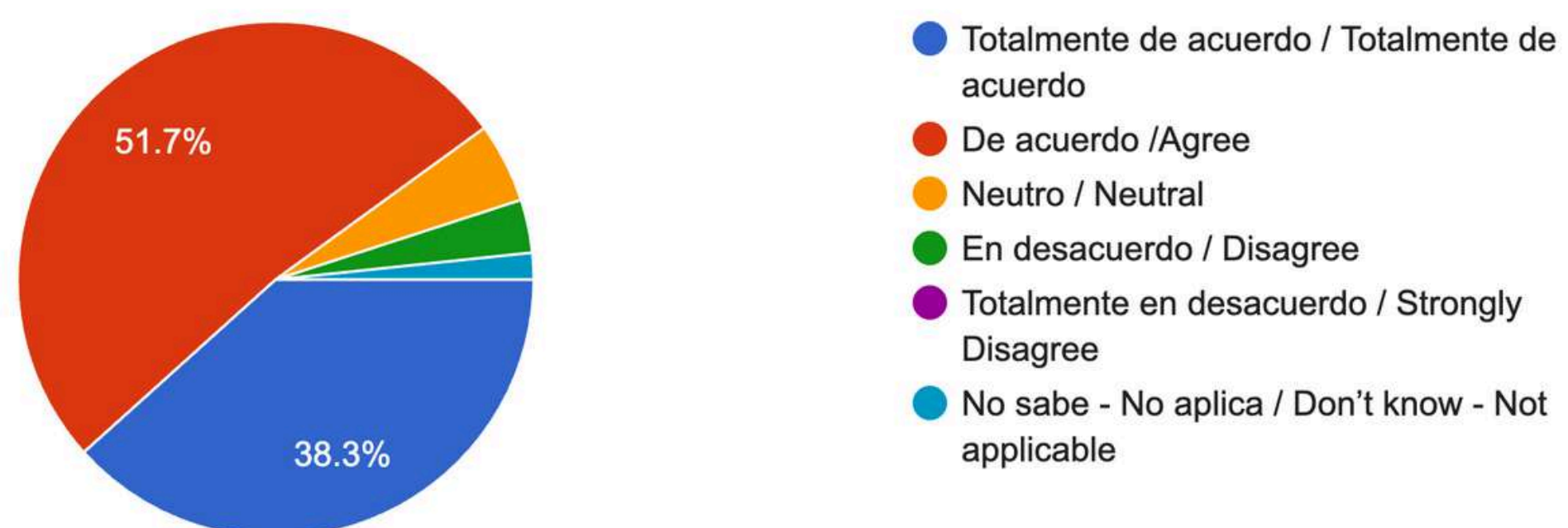
3. Confío en los procedimientos de preparación para emergencias y evacuación de la escuela. 3. I trust the school's emergency preparedness and evacuation procedures.

60 responses



4. La escuela promueve la salud y el bienestar de los estudiantes a través de sus servicios de atención médica y prácticas de estilo de vida saludable...healthcare services and healthy lifestyle practices.

60 responses



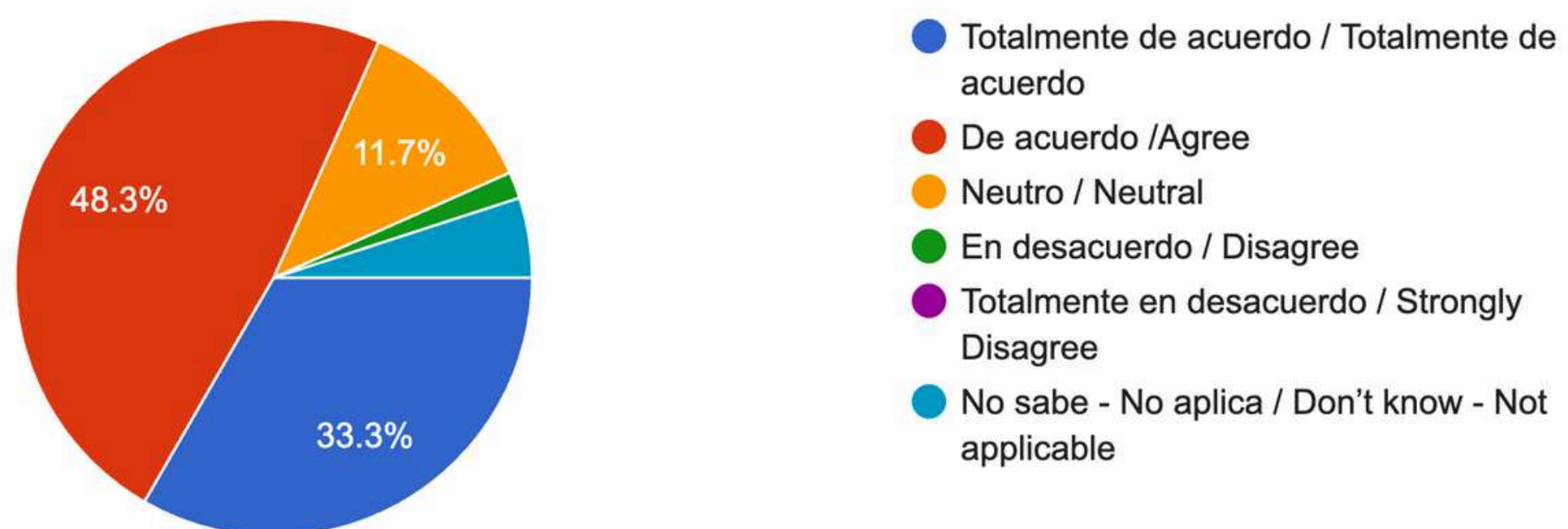


SECCIÓN C / SECTION C

Clima escolar y bienestar estudiantil *School Climate and Student Well-Being*

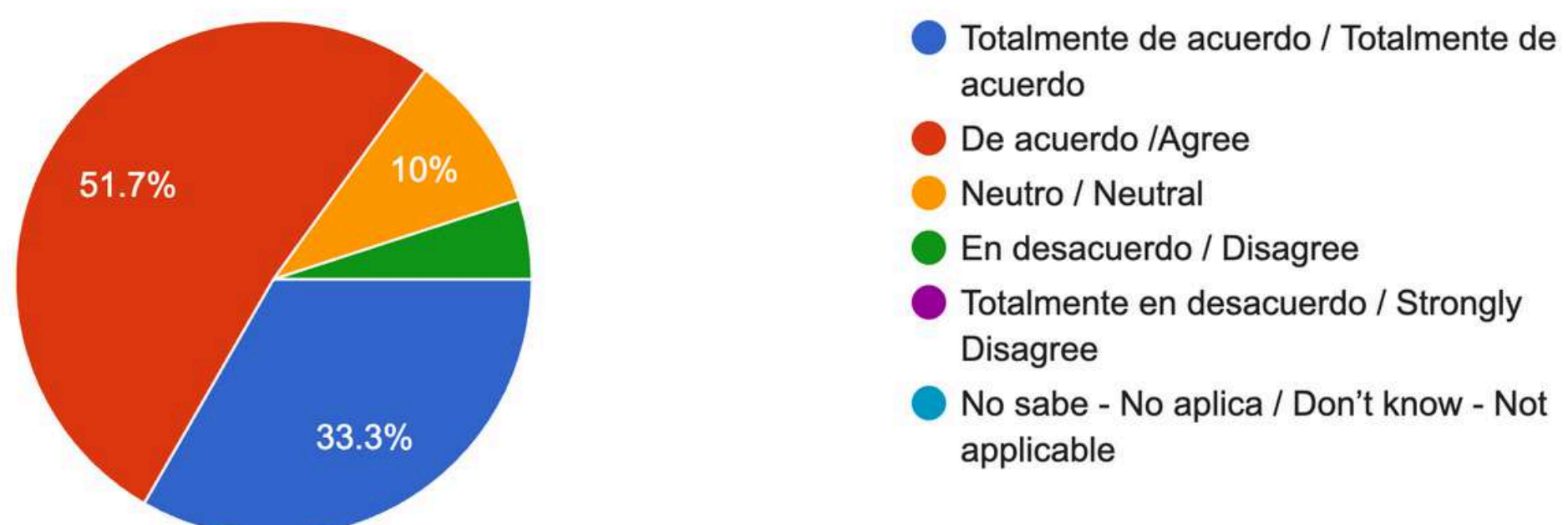
5. Se han implementado medidas de seguridad adecuadas en toda la escuela. 5. Effective safety measures are in place across the school.

60 responses



6. The school provides a safe, inclusive, and orderly learning environment. 6. La escuela proporciona un entorno de aprendizaje seguro, inclusivo y ordenado.

60 responses



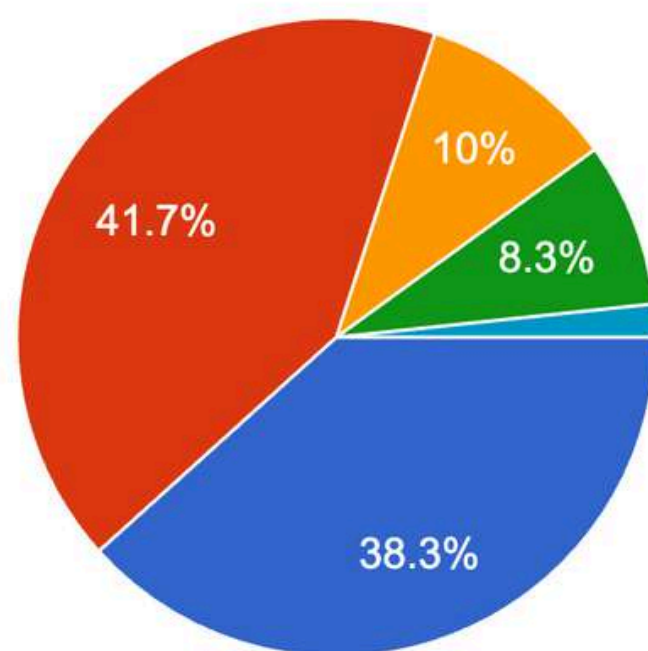


SECCIÓN C / SECTION C

Clima escolar y bienestar estudiantil *School Climate and Student Well-Being*

7. My child feels comfortable approaching staff when experiencing a problem. 7. Mi hijo se siente cómodo hablando con alguien del personal de la escuela cuando tiene algún problema.

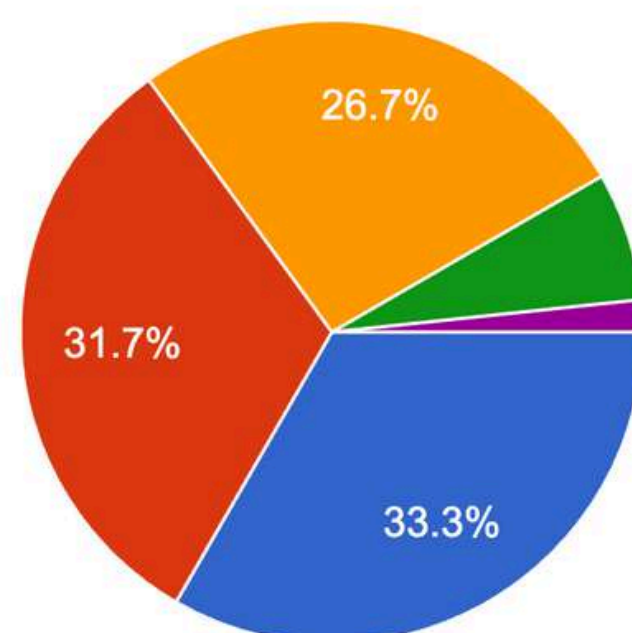
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

8. La escuela previene activamente el acoso y responde adecuadamente a cualquier inquietud. 8. The school actively prevents bullying and responds appropriately to any concerns

60 responses



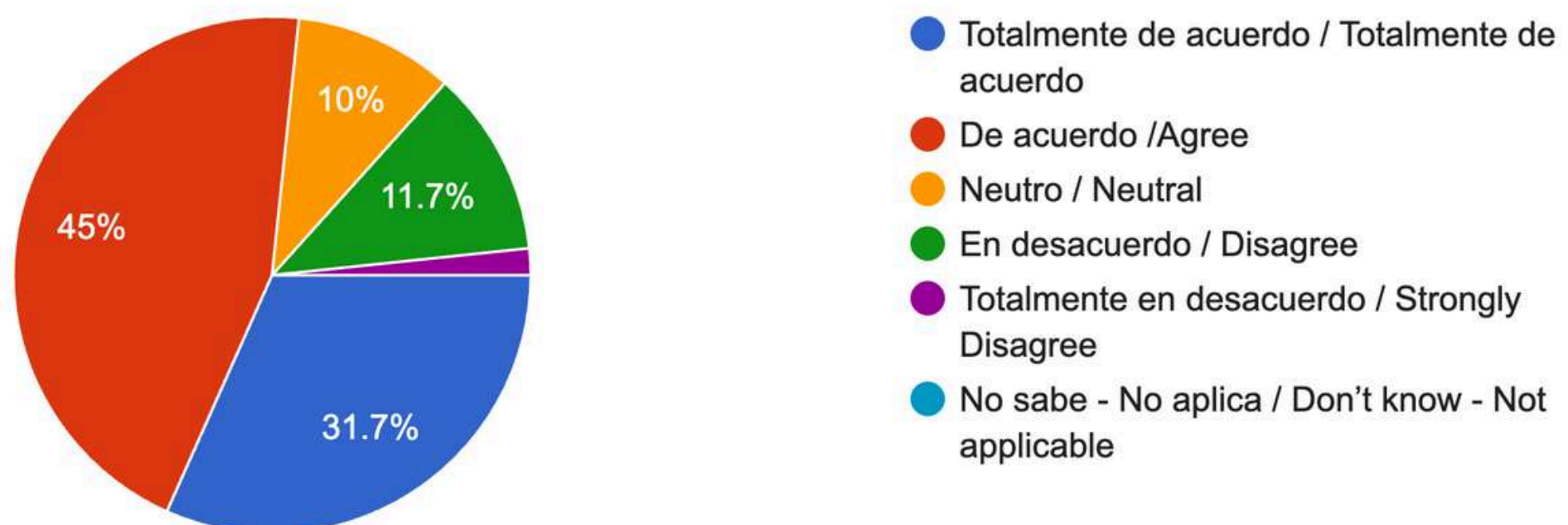
- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable



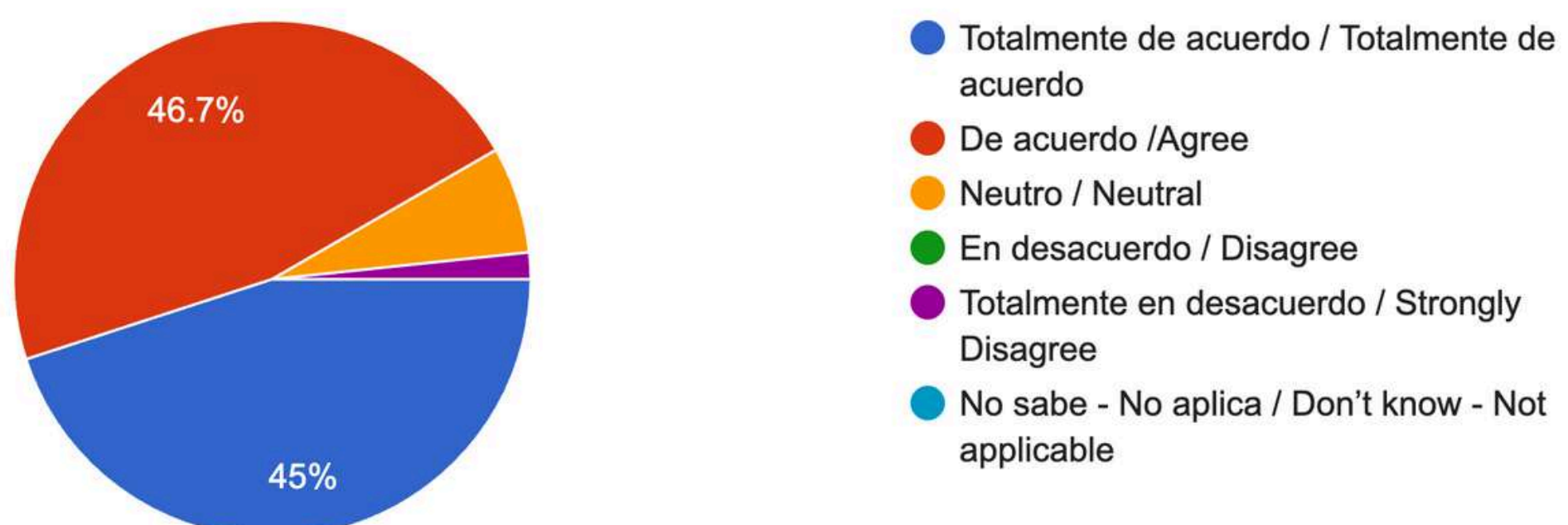
SECCIÓN C / SECTION C

Clima escolar y bienestar estudiantil *School Climate and Student Well-Being*

9. La disciplina es justa y se aplica de manera consistente para apoyar un clima escolar positivo. 9. Discipline is fair and consistently applied to support a positive school climate.
60 responses



10. El personal de la escuela demuestra cuidado, respeto y preocupación por el bienestar de los estudiantes. 10. Staff at the school demonstrate care, respect, and concern for students' well-being.
60 responses

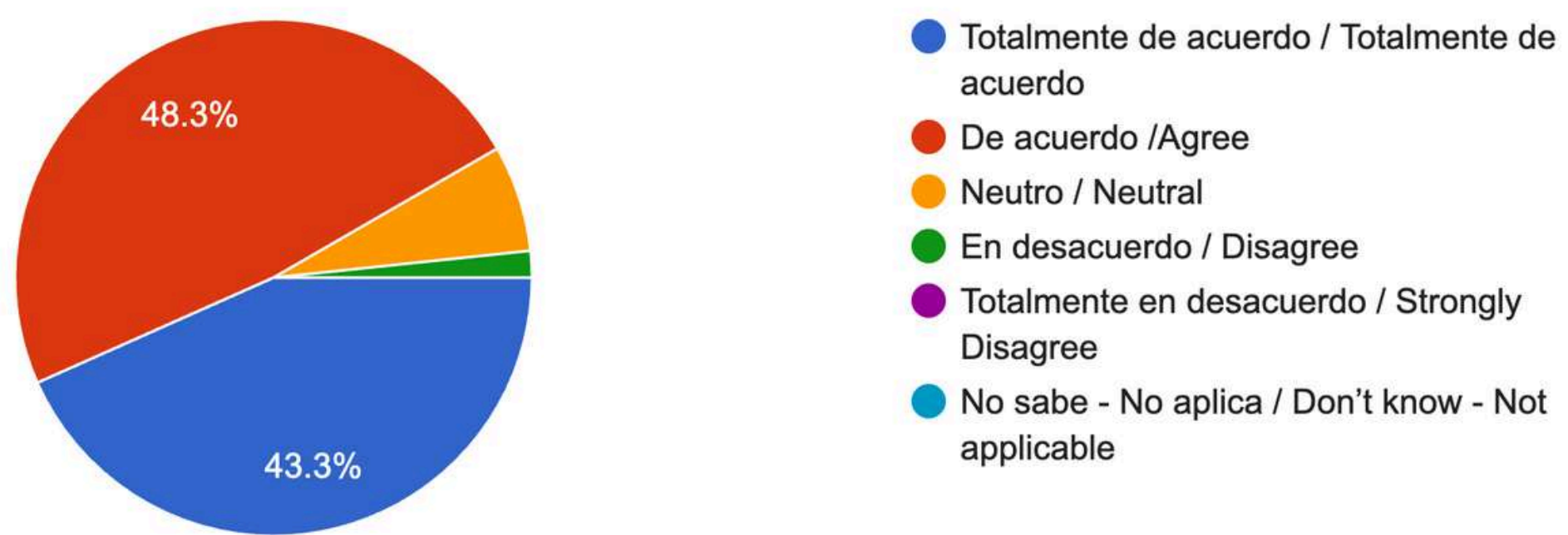




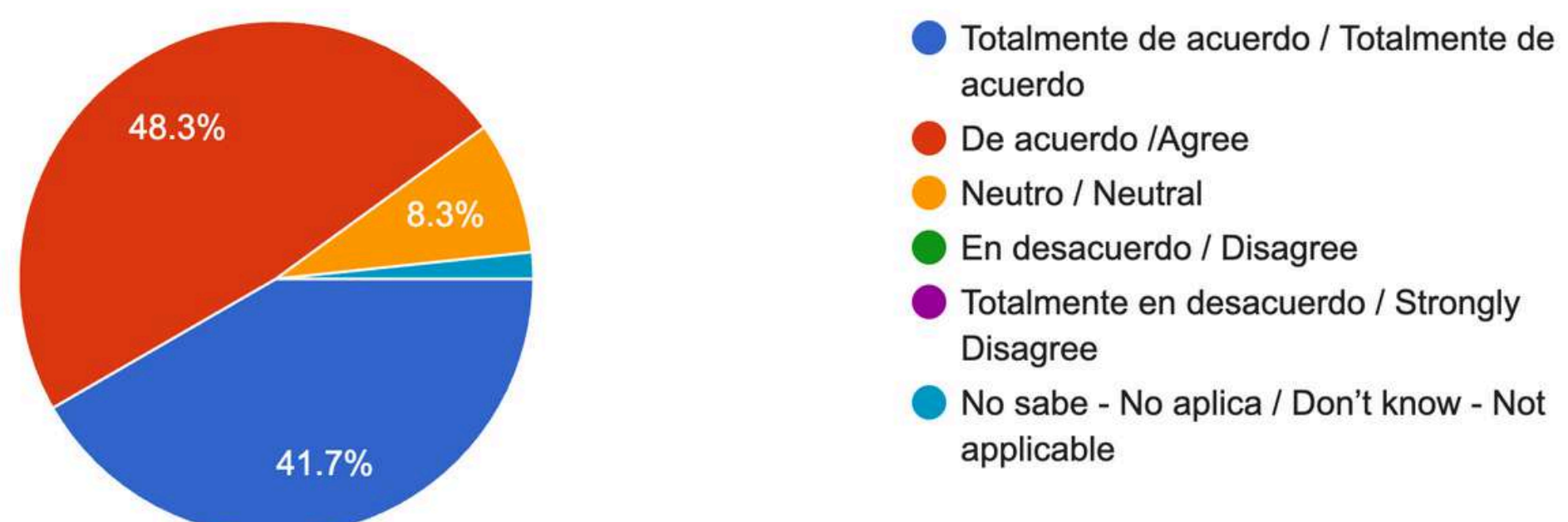
SECCIÓN C / SECTION C

Clima escolar y bienestar estudiantil *School Climate and Student Well-Being*

11. Mi hijo se siente orgulloso de ser parte de la escuela y se le anima a participar en su vida comunitaria. 11. My child feels proud to be part of the school and is encouraged to take part in its community life.
60 responses



12. Mi hijo entiende y aprecia la cultura, el patrimonio y los valores islámicos de los EAU. 12. My child understands and appreciates UAE culture, heritage, and Islamic values.
60 responses



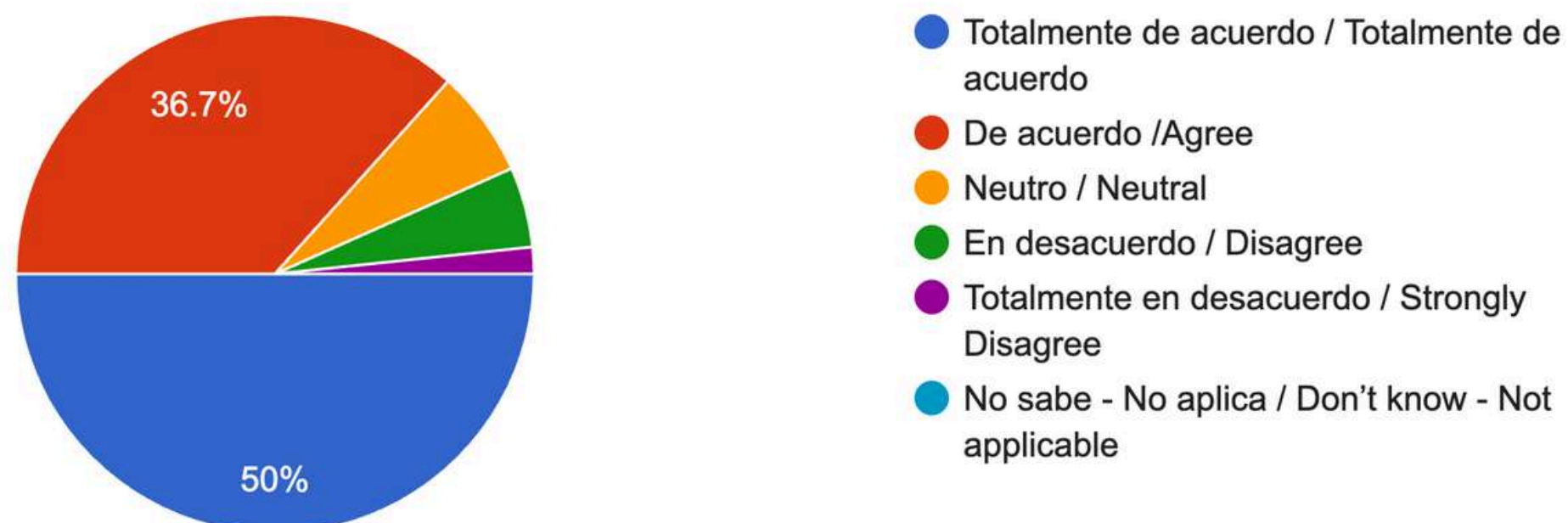


SECCIÓN D / SECTION D

Servicios de comunicación y apoyo Communication and Support Services

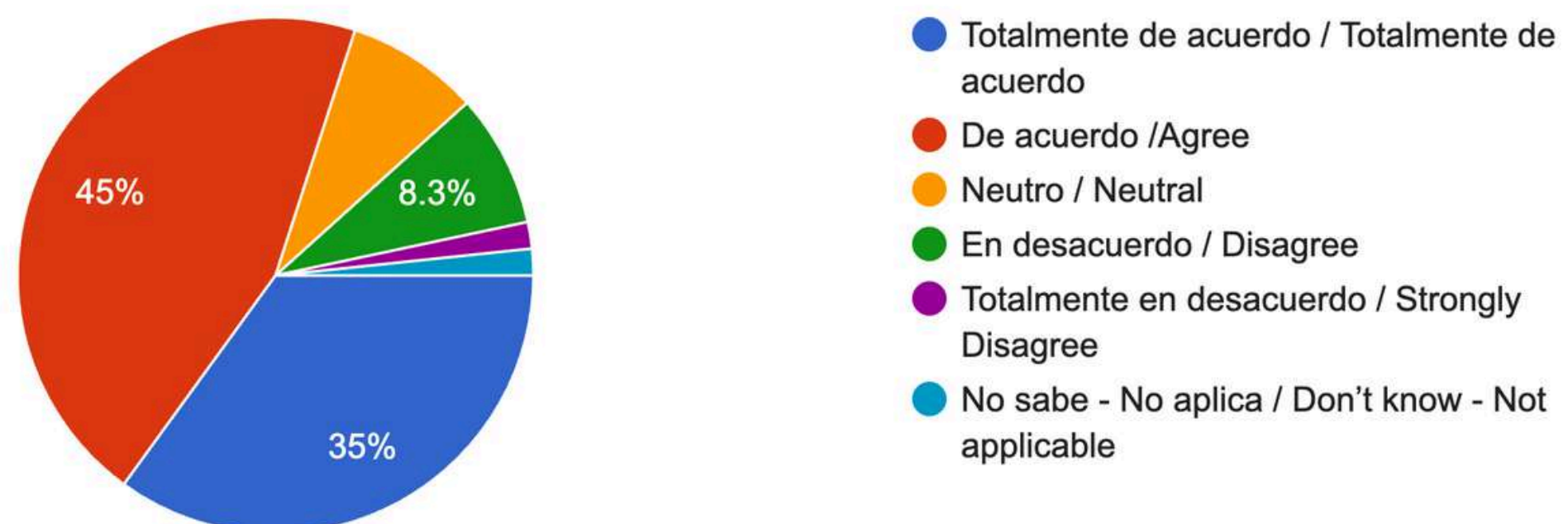
1. La escuela se comunica regularmente sobre el progreso académico y el rendimiento general de mi hijo. 1. The school communicates regularly about my child's academic progress and overall performance.

60 responses



2. Se me informa de inmediato si mi hijo tiene alguna brecha académica o de habilidades, y se me ofrece el apoyo adecuado. 2. I am informed promptly about my child's academic or skills gaps, and appropriate support is offered.

60 responses



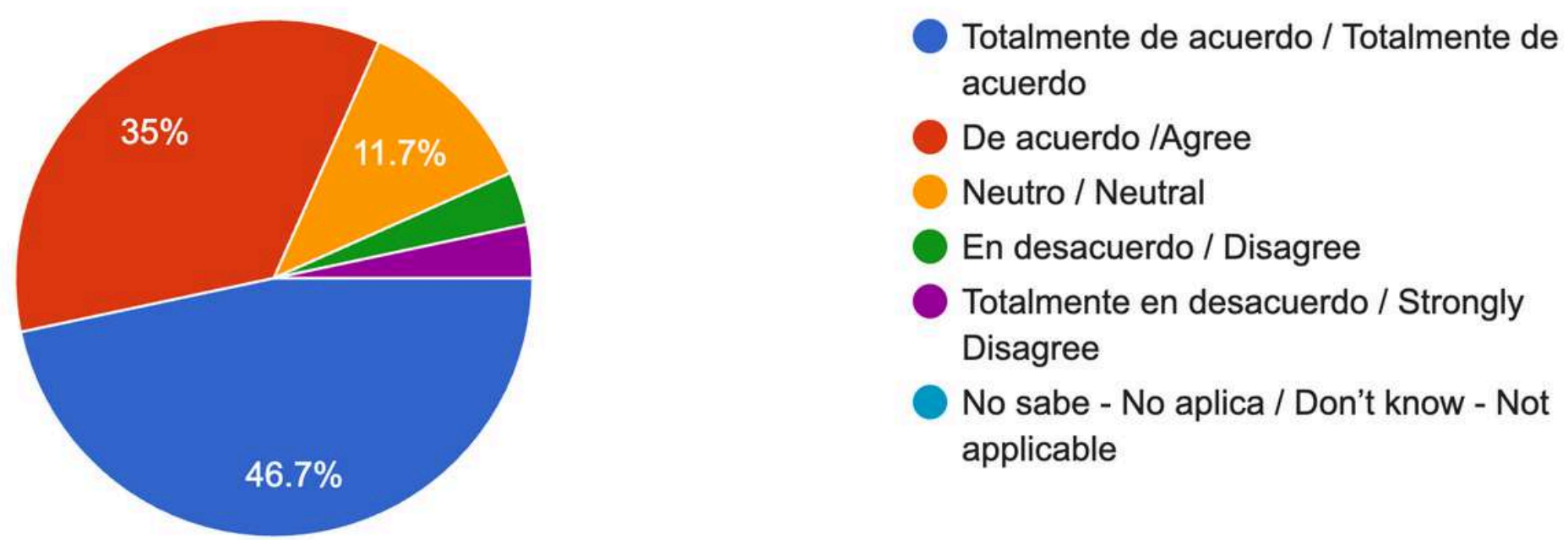


SECCIÓN D / SECTION D

Servicios de comunicación y apoyo Communication and Support Services

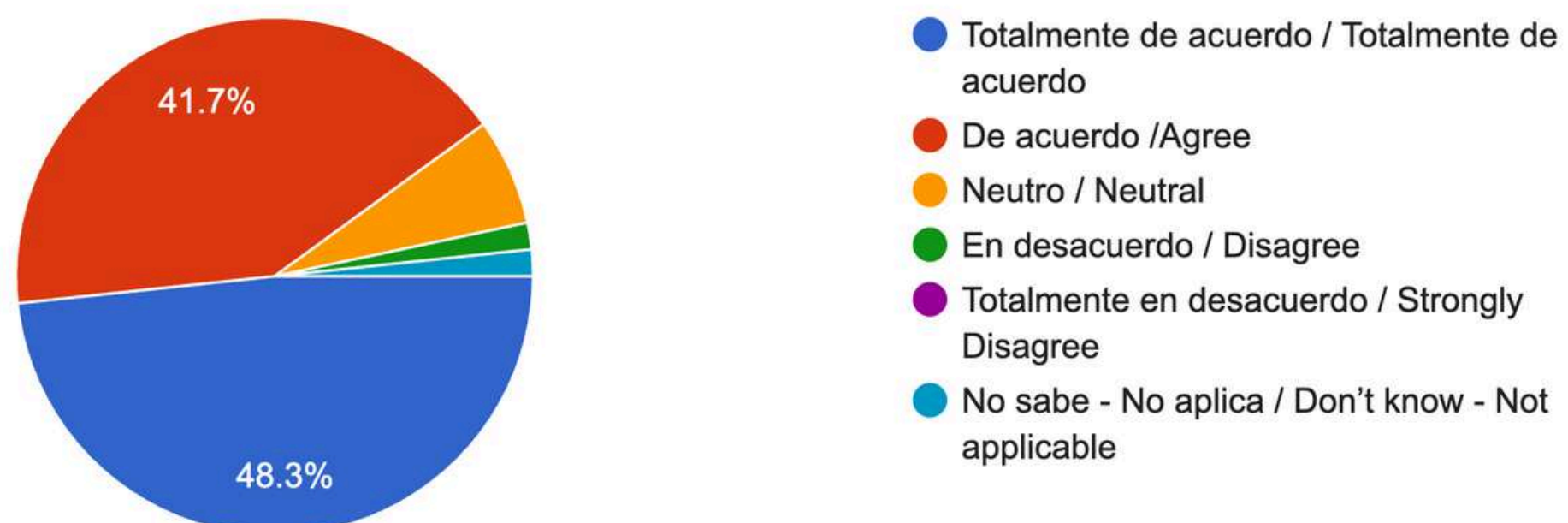
3. La escuela utiliza canales de comunicación efectivos y oportunos para informar a los padres sobre actividades, eventos y actualizaciones importantes about activities, events, and important updates.

60 responses



4. Los procesos de admisión y renovación de matrícula de la escuela son fluidos, claros y de apoyo. 4. The school's admission and re-enrollment processes are smooth, clear, and supportive.

60 responses

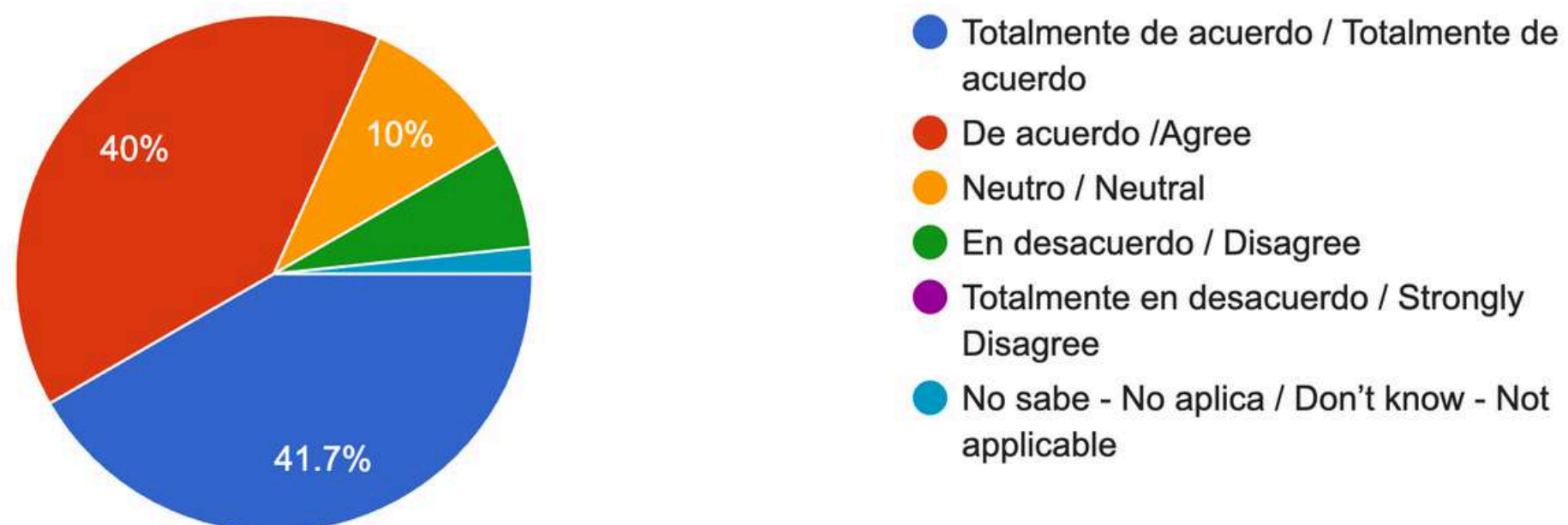




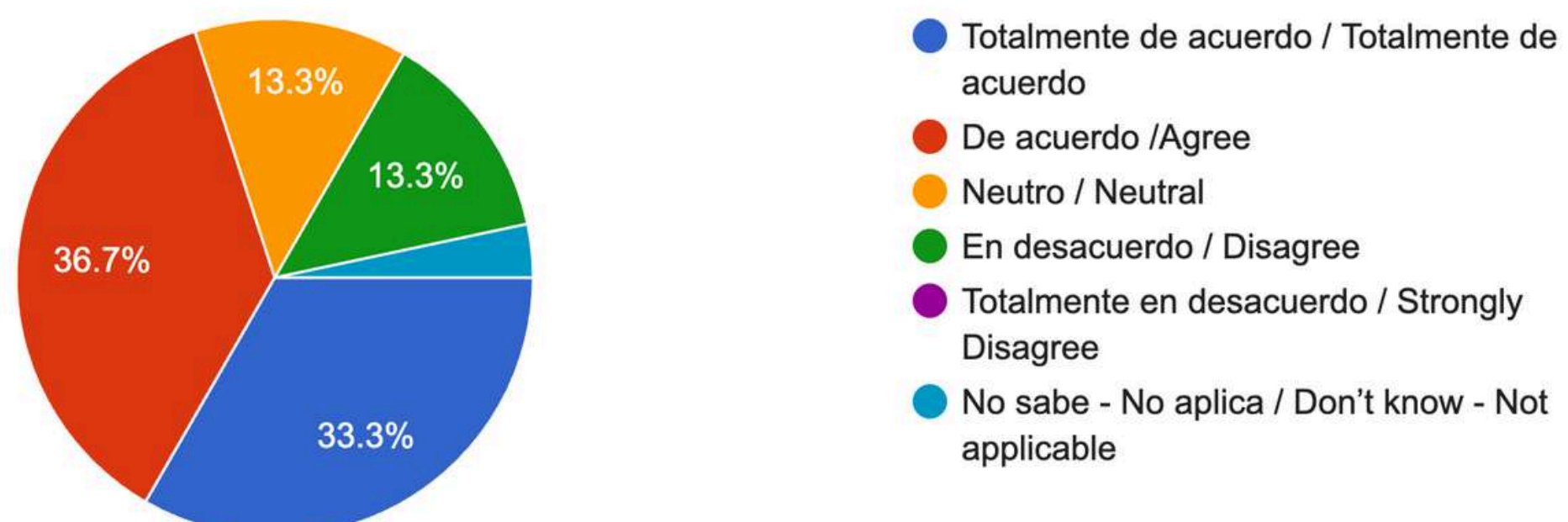
SECCIÓN D / SECTION D

Servicios de comunicación y apoyo Communication and Support Services

5. Los procedimientos de contabilidad y pago de cuotas de la escuela son eficientes y se resuelven las inquietudes de los padres. 5. The school's acc...es are efficient and responsive to parent inquiries.
60 responses



6. La escuela ofrece una amplia gama de actividades extracurriculares que reflejan los intereses de los estudiantes y apoyan su desarrollo. 6. The sc...ct student interests and support their development.
60 responses



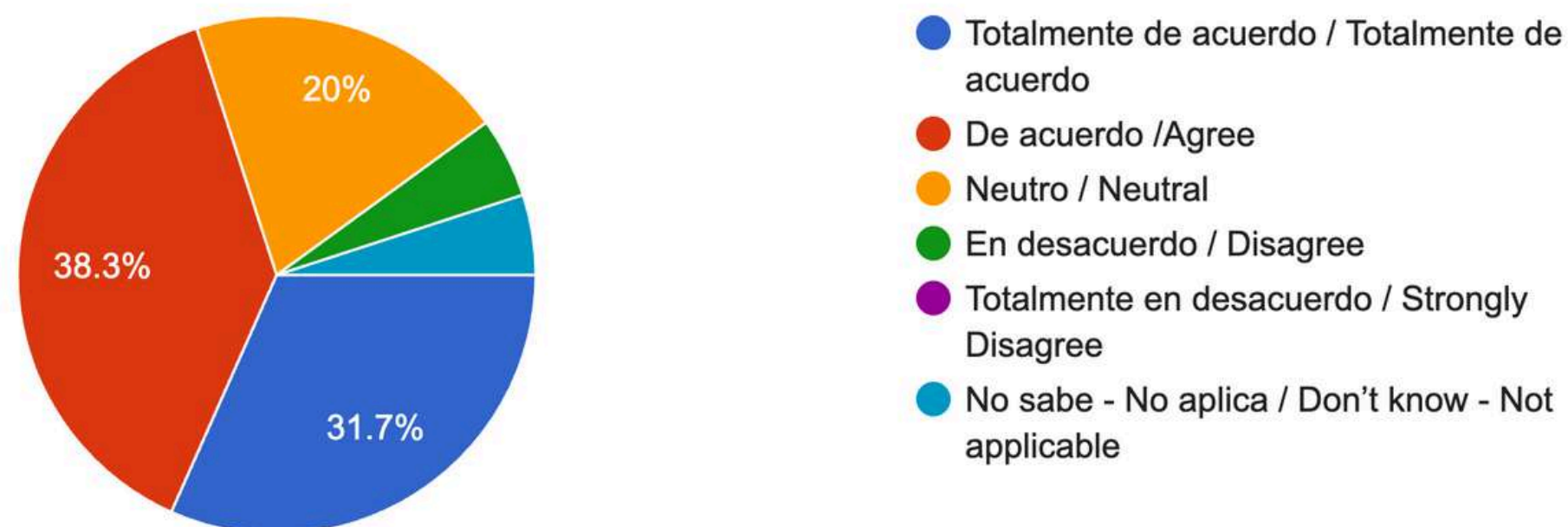


SECCIÓN D / SECTION D

Servicios de comunicación y apoyo Communication and Support Services

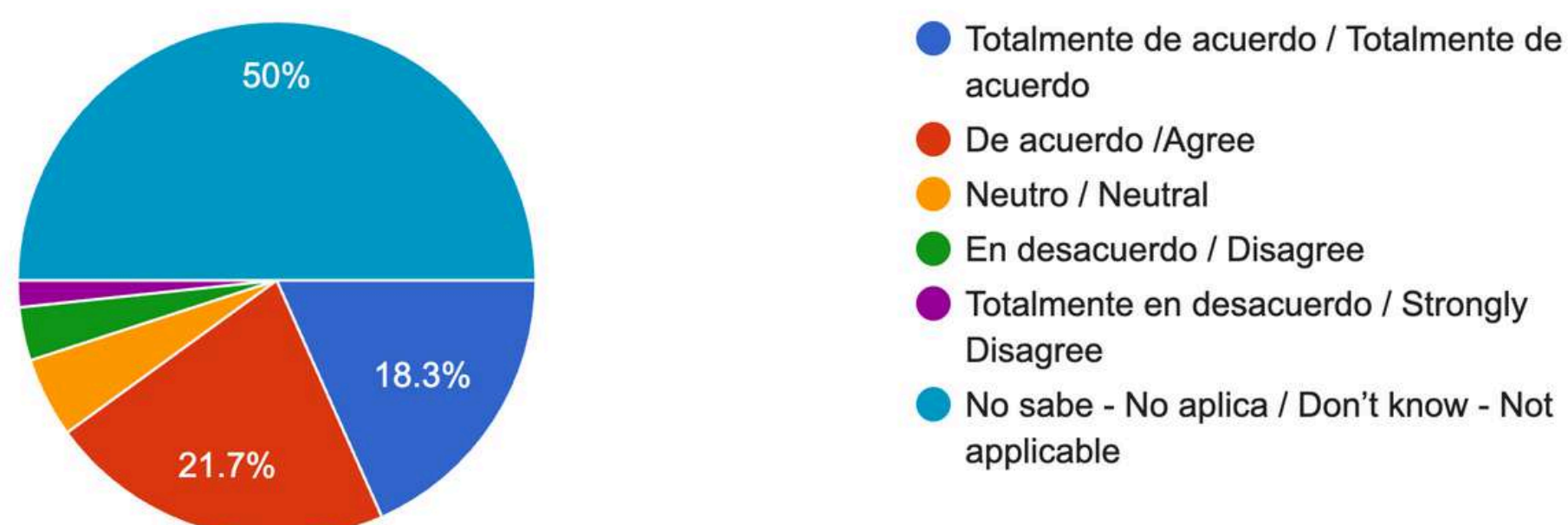
7. Mi hijo tiene la oportunidad de unirse y beneficiarse de los clubes escolares que mejoran el aprendizaje y el crecimiento personal. 7. My child...l clubs that enhance learning and personal growth.

60 responses



8. Los servicios de transporte de la escuela son seguros, confiables y están bien administrados. 8. The school's transportation services are safe, reliable, and well-managed.

60 responses



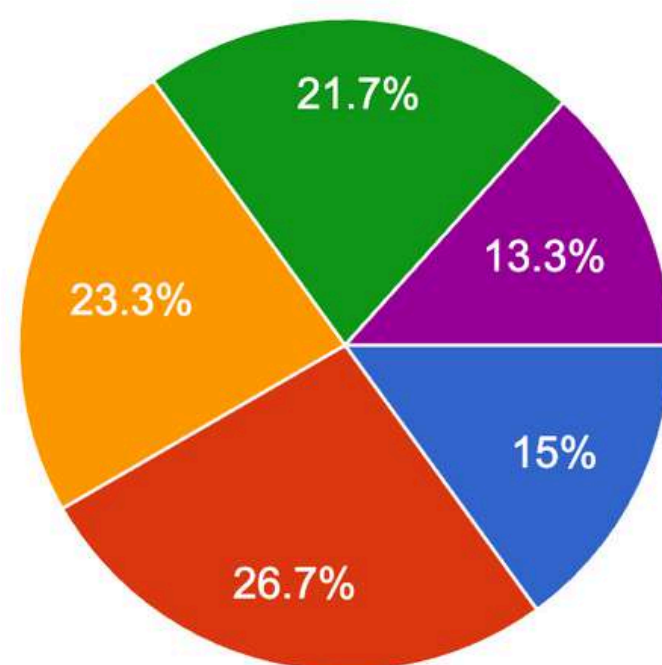


SECCIÓN D / SECTION D

Servicios de comunicación y apoyo Communication and Support Services

9. El uniforme escolar es de buena calidad, apropiado y fácil de conseguir. 9. The school uniform is of good quality, appropriate, and readily available.

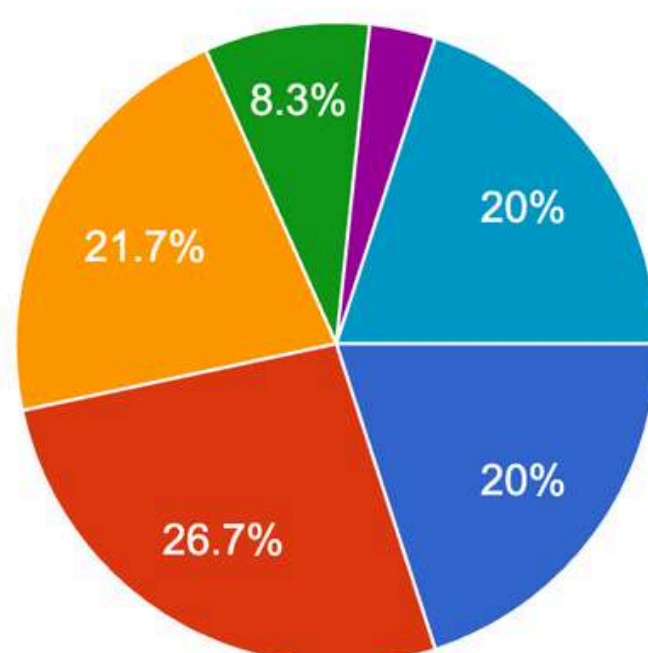
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

10. La cafetería de la escuela ofrece comidas saludables y equilibradas y mantiene los estándares de seguridad alimentaria. 10. The school cafeteria...lanced meals and maintains food safety standards.

60 responses



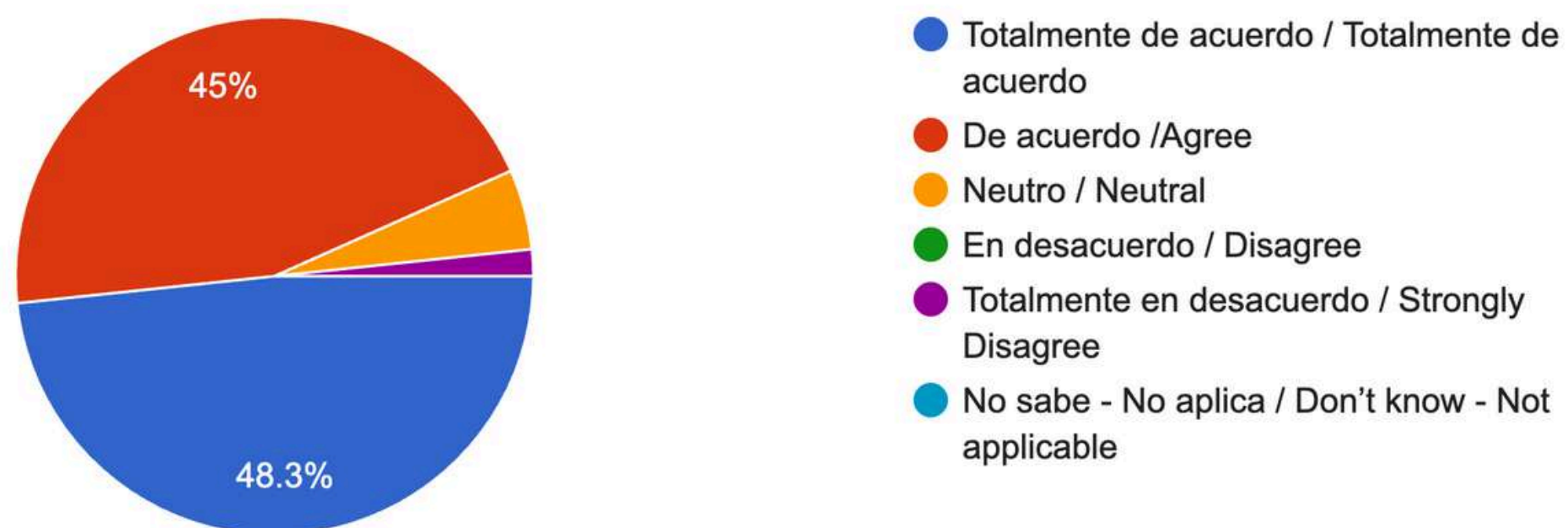
- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable



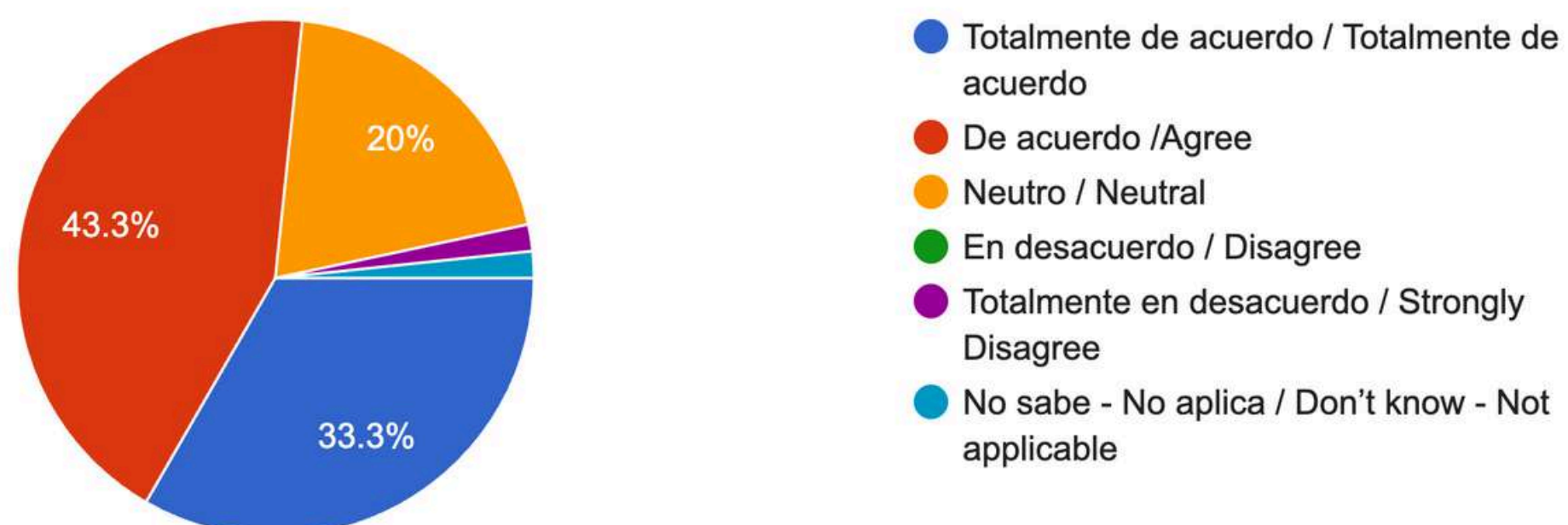
SECCIÓN D / SECTION D

Servicios de comunicación y apoyo Communication and Support Services

11. La clínica escolar responde eficazmente a los problemas de salud de los estudiantes y proporciona el seguimiento necesario. 11. The school clinic responds effectively to students' health concerns and provides necessary follow-up.
60 responses



12. La escuela brinda servicios de apoyo de calidad para satisfacer las necesidades académicas, sociales y emocionales de todos los estudiantes. ...emic, social, and emotional needs of all students.
60 responses

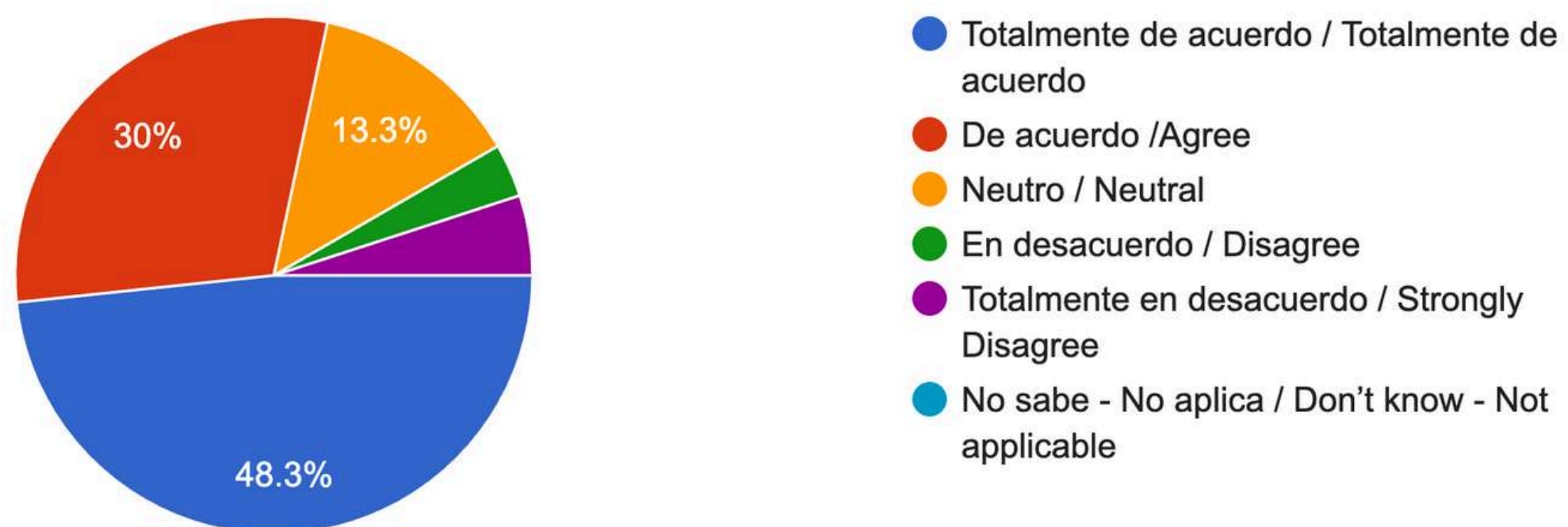




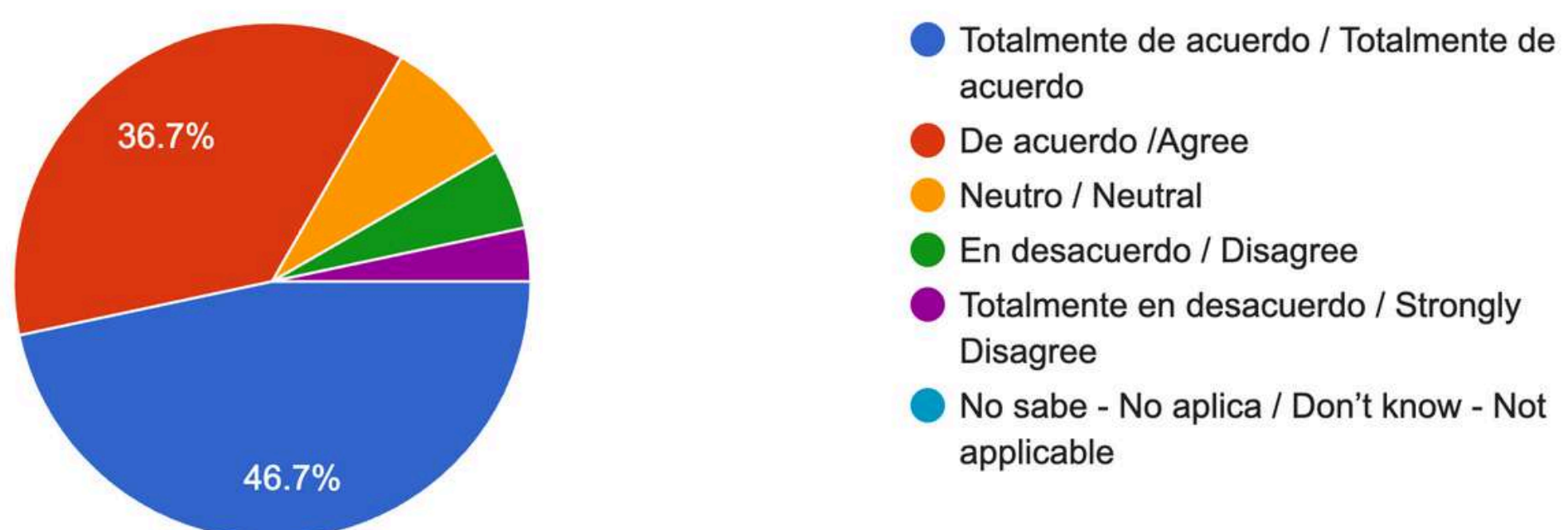
SECCIÓN E / SECTION E

Participación y compromiso de los padres Parental Involvement and Engagement

1. La escuela promueve una comunicación abierta, respetuosa y transparente con los padres. 1. The school promotes open, respectful, and transparent communication with parents.
60 responses



2. Me siento bienvenido y animado a participar en la educación y la vida escolar de mi hijo. 2. I feel welcomed and encouraged to be involved in my child's education and school life.
60 responses



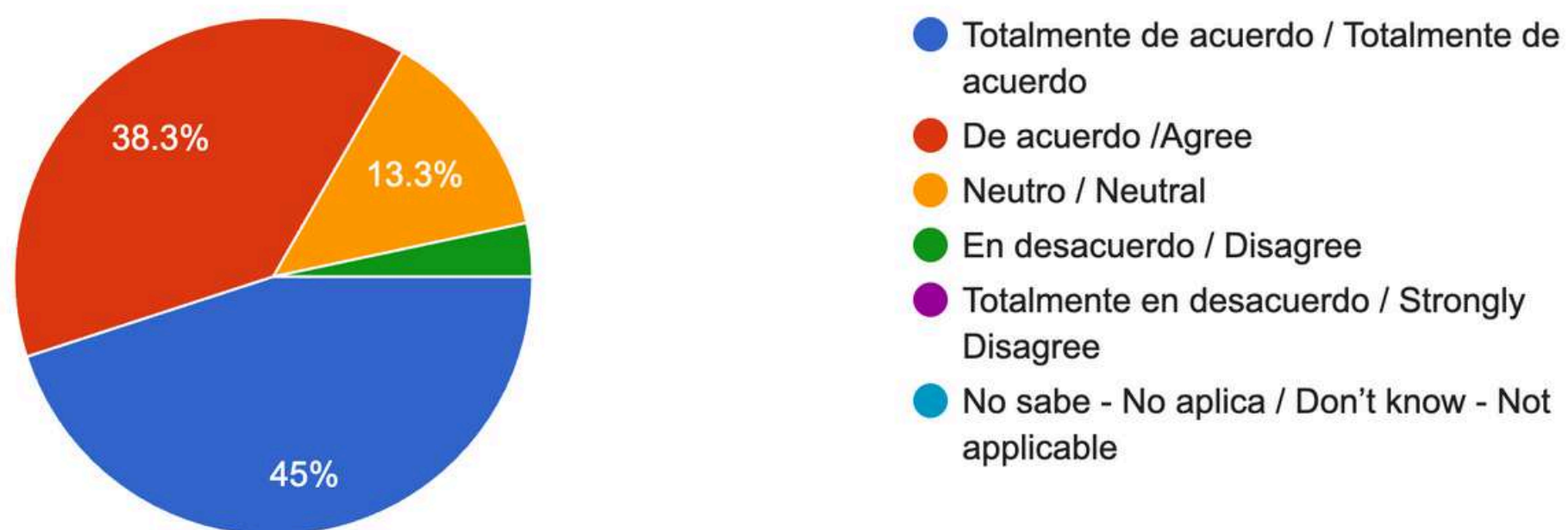


SECCIÓN E / SECTION E

Participación y compromiso de los padres Parental Involvement and Engagement

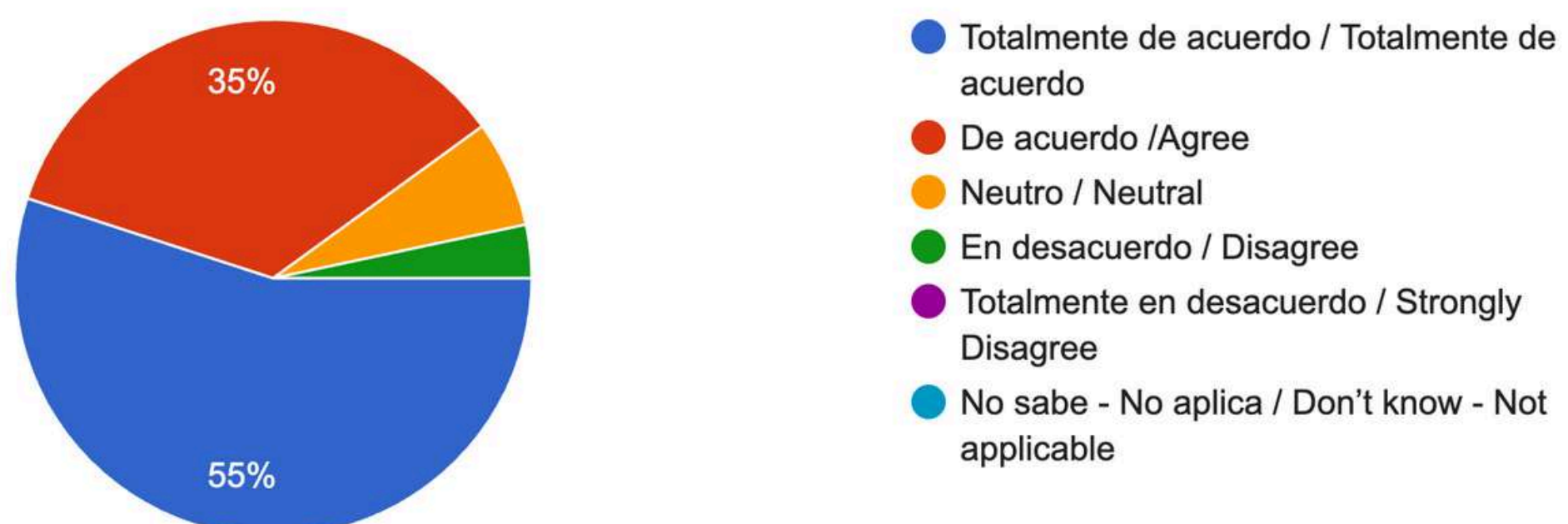
3. La escuela ofrece varias oportunidades y actividades para la participación de los padres. 3. The school offers various opportunities and activities for parental engagement.

60 responses



4. Tengo la oportunidad de reunirme y discutir mis preocupaciones con el profesorado. 4. I have opportunities to meet and discuss my concerns with the teachers.

60 responses



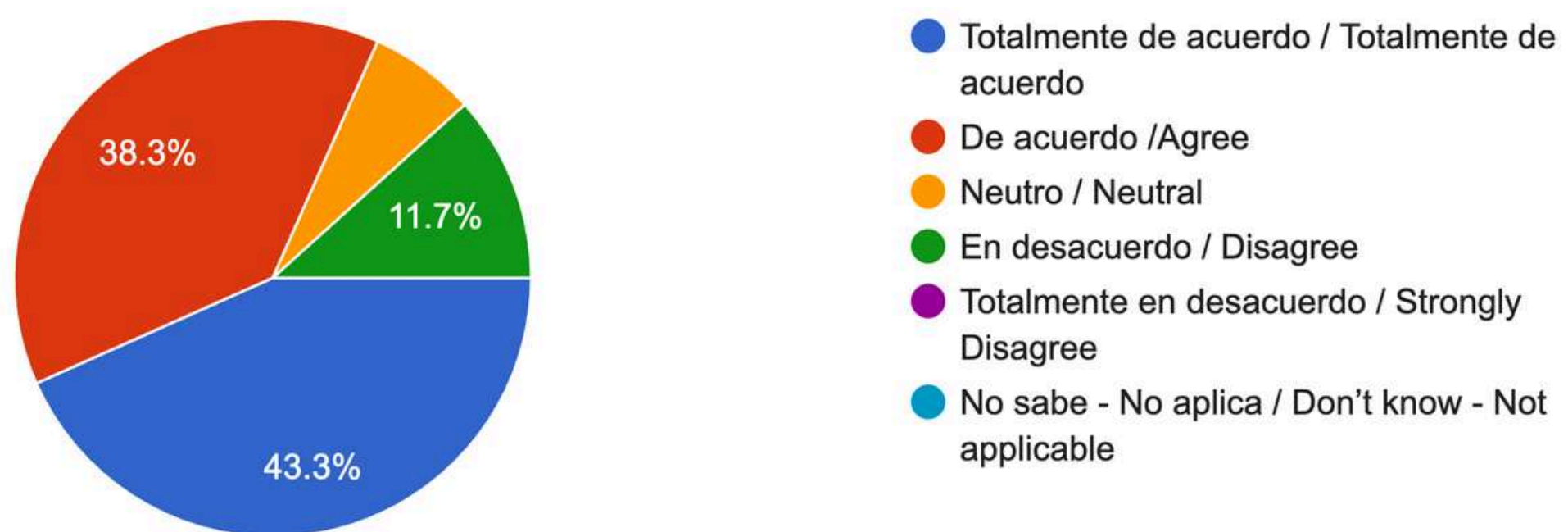


SECCIÓN E / SECTION E

Participación y compromiso de los padres Parental Involvement and Engagement

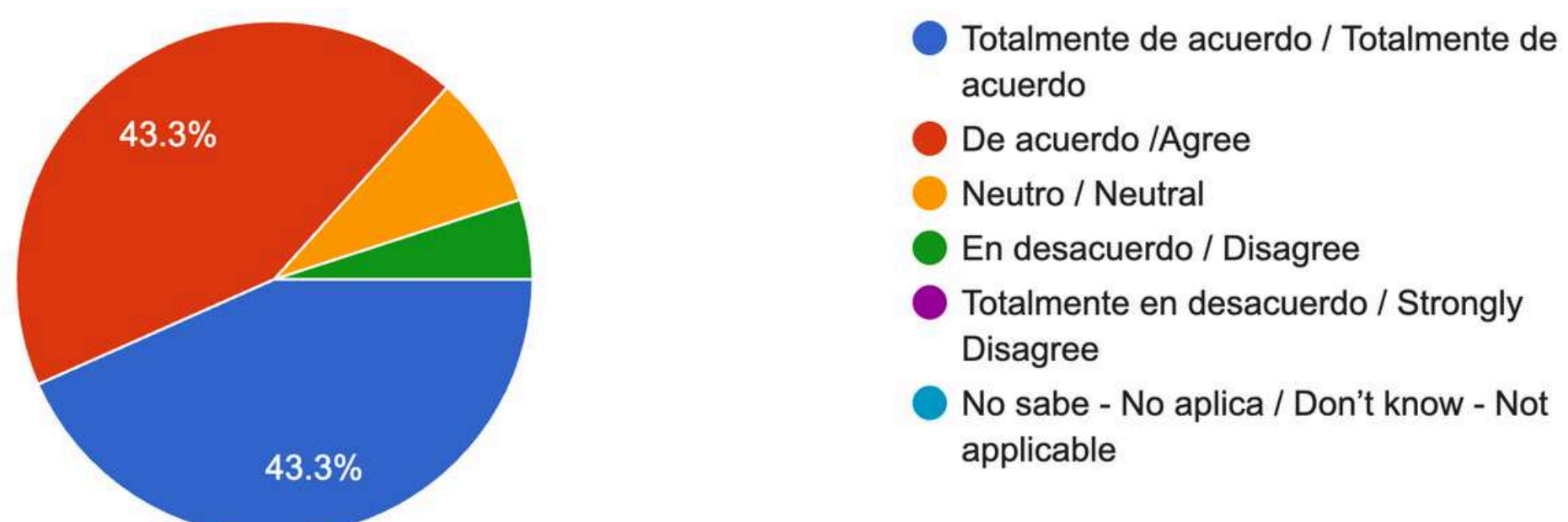
5. La escuela comunica claramente los objetivos de mejora escolar e involucra a los padres cuando corresponde. 5. The school clearly communicates...vement goals and involves parents when relevant.

60 responses



6. Las reuniones de padres y profesorado son frecuentes, informativas, respetuosas y enfocadas en el desarrollo de los estudiantes. 6. Parent-teach...e, respectful, and focused on student development.

60 responses



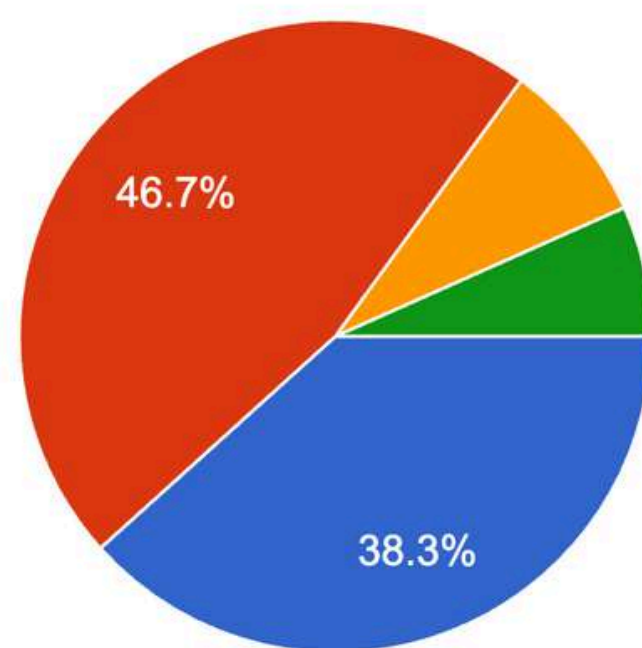


SECCIÓN E / SECTION E

Participación y compromiso de los padres Parental Involvement and Engagement

7. La escuela proporciona información útil, herramientas y orientación para apoyar el aprendizaje en casa. 7. The school provides helpful information, tools, and guidance to support learning at home.

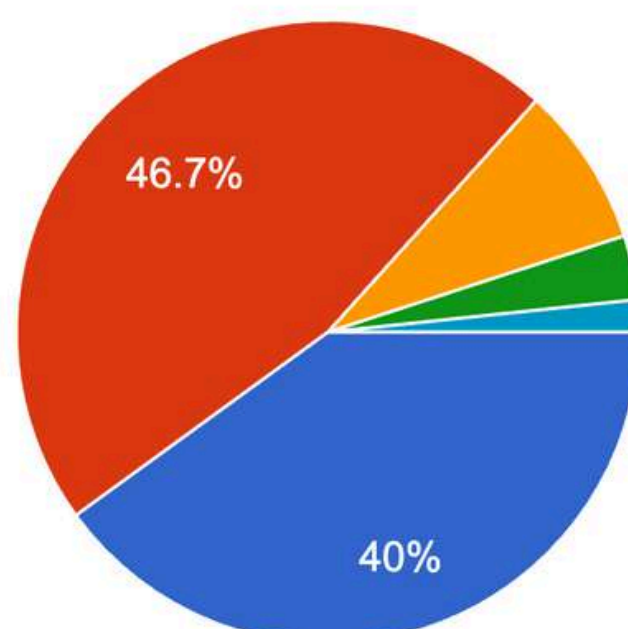
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

8. Se me informa de mis responsabilidades a través del Acuerdo y el Manual de Padres y Escuela. 8. I am informed of my responsibilities through the Parent-School Agreement and Handbook.

60 responses



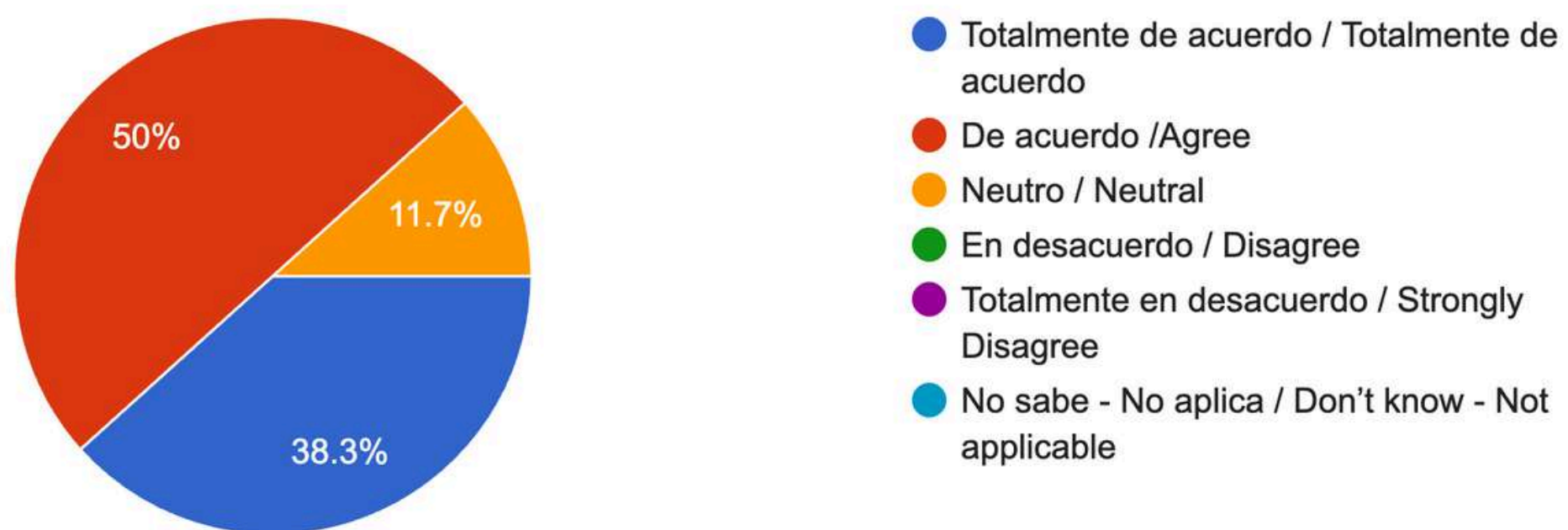
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- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable



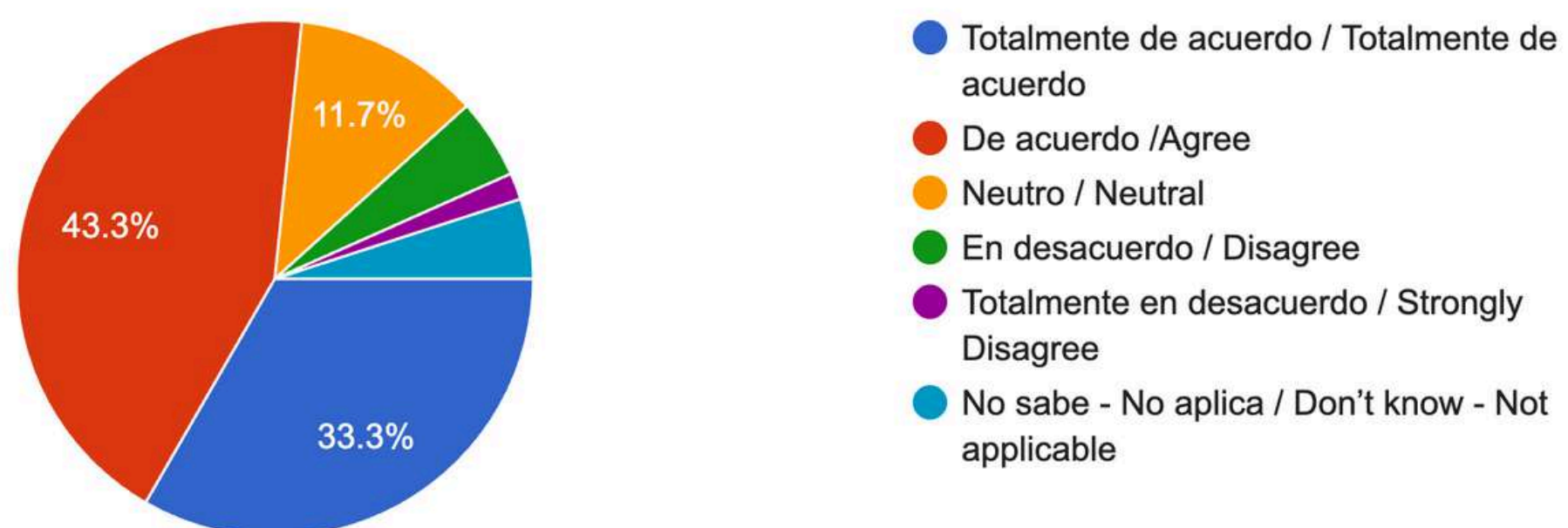
SECCIÓN E / SECTION E

Participación y compromiso de los padres Parental Involvement and Engagement

9. Soy consciente de las expectativas de la escuela con respecto al comportamiento respetuoso de los padres y la conducta digital. 9. I am aware of ...ing respectful parent behavior and digital conduct.
60 responses



10. Me han invitado a participar en iniciativas o comités que representan a la comunidad de padres 10. I have been invited to participate in i...ves or councils that represent the parent community
60 responses

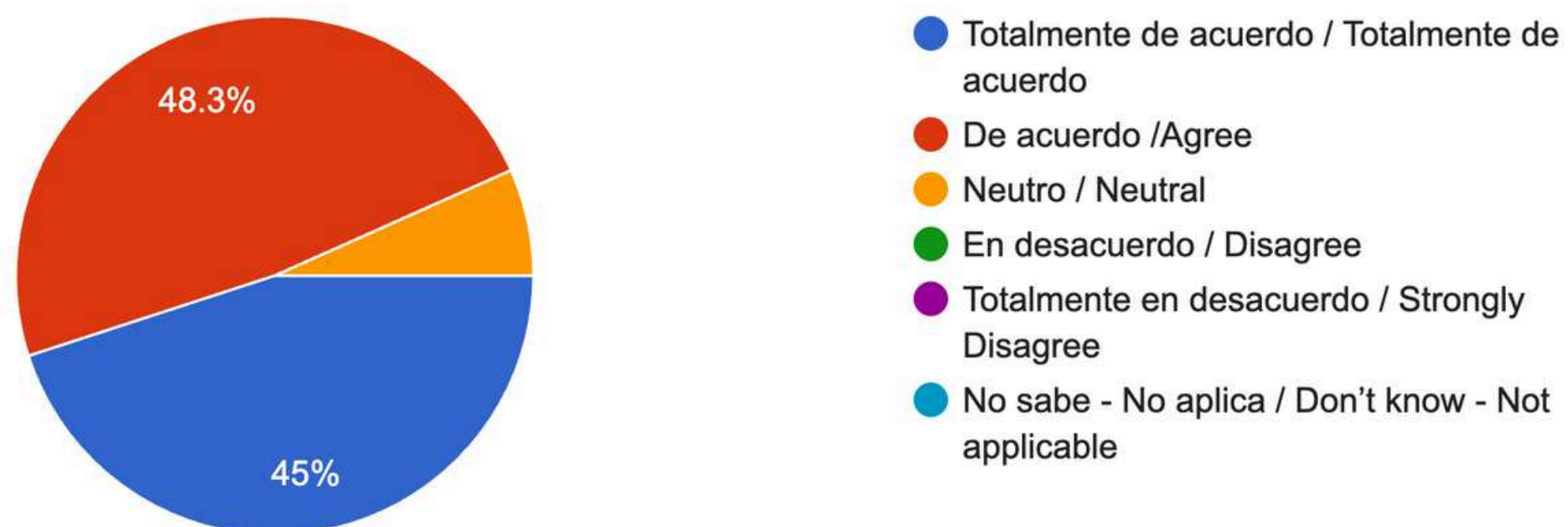




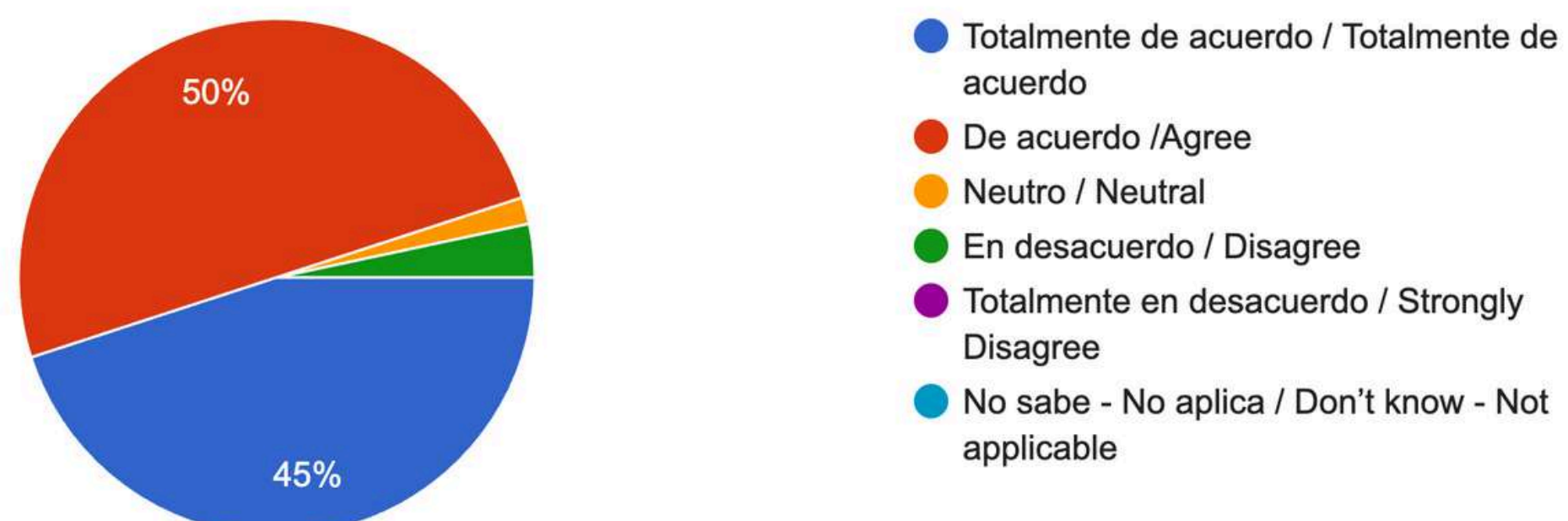
SECCIÓN E / SECTION E

Participación y compromiso de los padres Parental Involvement and Engagement

11. Se me da acceso a los resultados de aprendizaje de mi hijo, los resultados de las evaluaciones y los próximos pasos para mejorar. 11. I am given ...essment results, and next steps for improvement.
60 responses



12. La escuela me mantiene informado regularmente a través de varios canales de comunicación accesibles (por ejemplo, boletines informativos, co..., newsletters, emails, Whatsapp, school platform).
60 responses



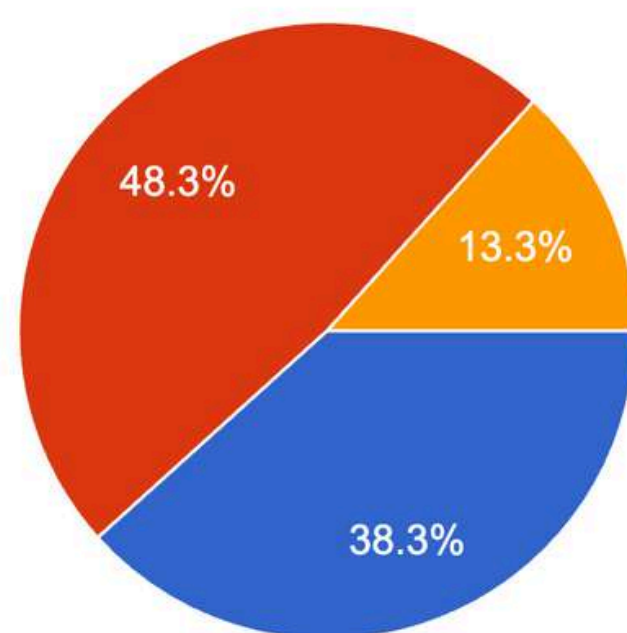


SECCIÓN F/ *SECTION F*

Gestión y Liderazgo Leadership and Management

1. Existe una cultura de mejora continua en la escuela. 1. There is a culture of continuous improvement at the school.

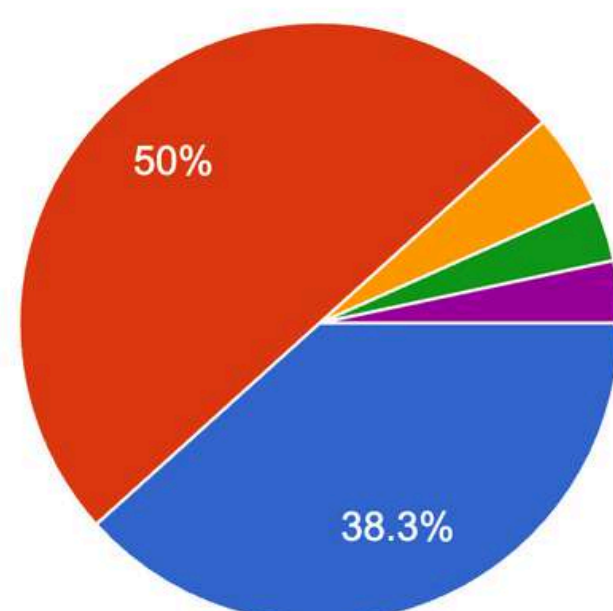
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

2. La escuela tiene un liderazgo efectivo y visible. 2. The school has effective and visible leadership.

60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

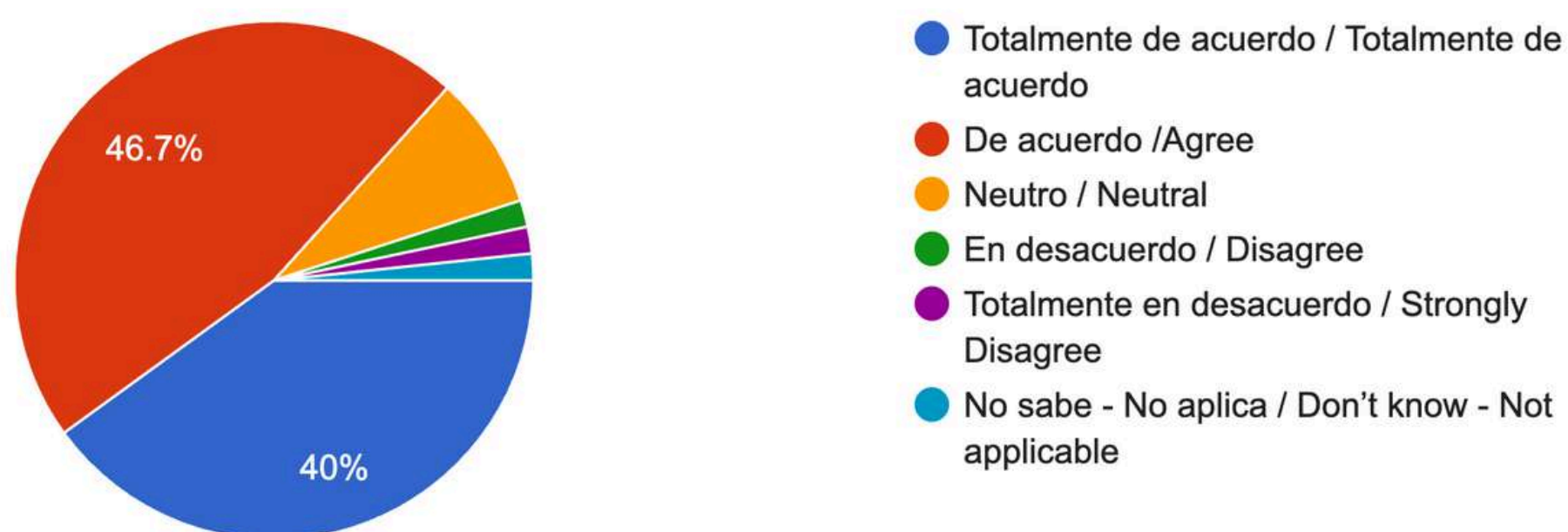


SECCIÓN F/ SECTION F

Gestión y Liderazgo Leadership and Management

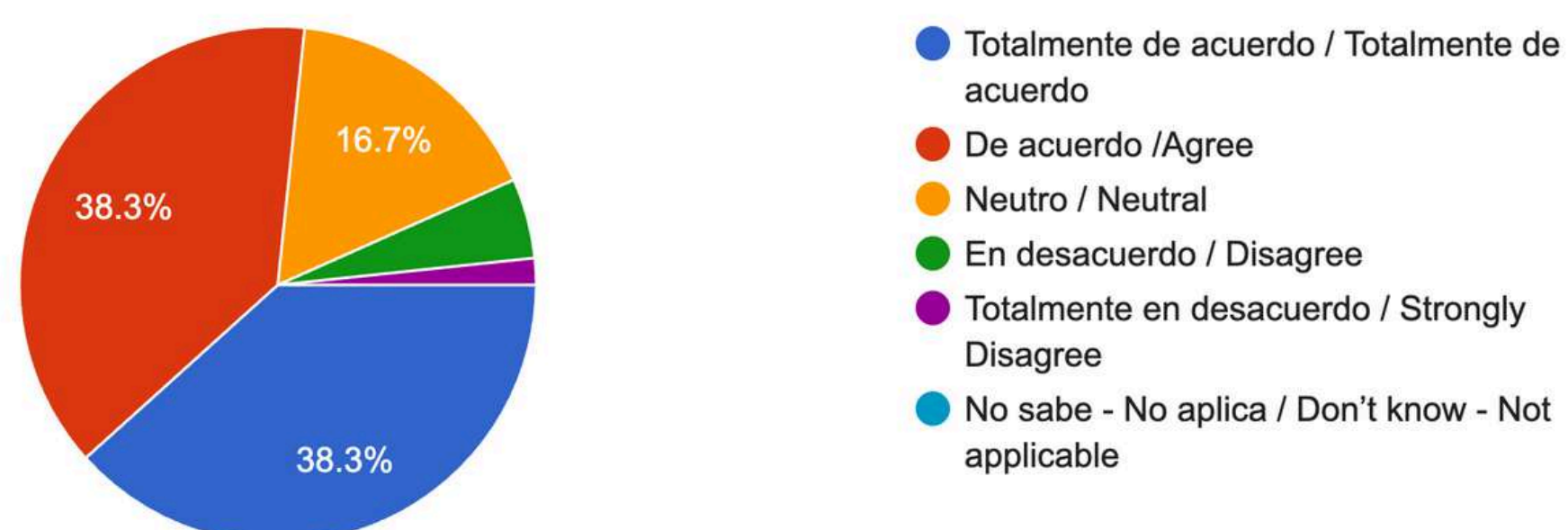
3. El Equipo Directivo trabaja activamente para mejorar la escuela. 3. The Senior Leadership Team actively works to improve the school.

60 responses



4. El Equipo Directivo y de Coordinación comunica claramente la misión, la visión y las prioridades estratégicas de la escuela a los padres. 4. School I...ission, vision, and strategic priorities to parents.

60 responses



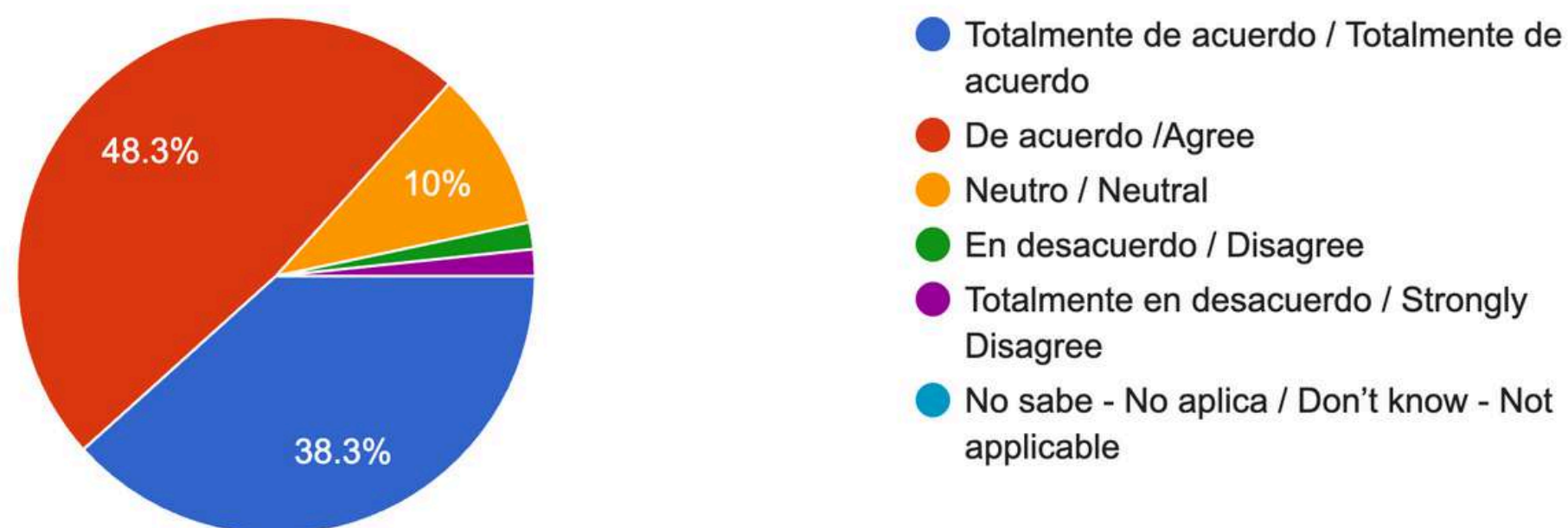


SECCIÓN F/ SECTION F

Gestión y Liderazgo Leadership and Management

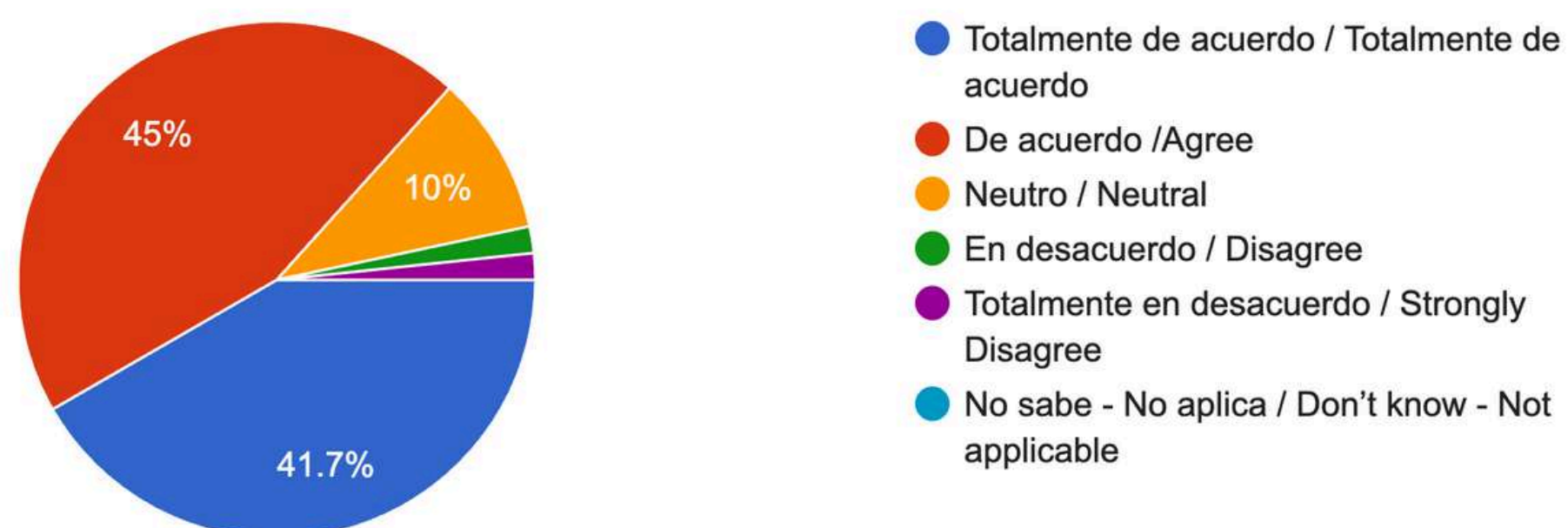
5. El liderazgo de la escuela comparte actualizaciones sobre iniciativas y proyectos académicos, sociales y emocionales. 5. The school leadership shares updates on academic, social, and emotional initiatives and projects.

60 responses



6. El Equipo Directivo y de Coordinación promueven y mantienen un ambiente escolar positivo e inclusivo. 6. School administrators promote and maintain a positive and inclusive school climate.

60 responses

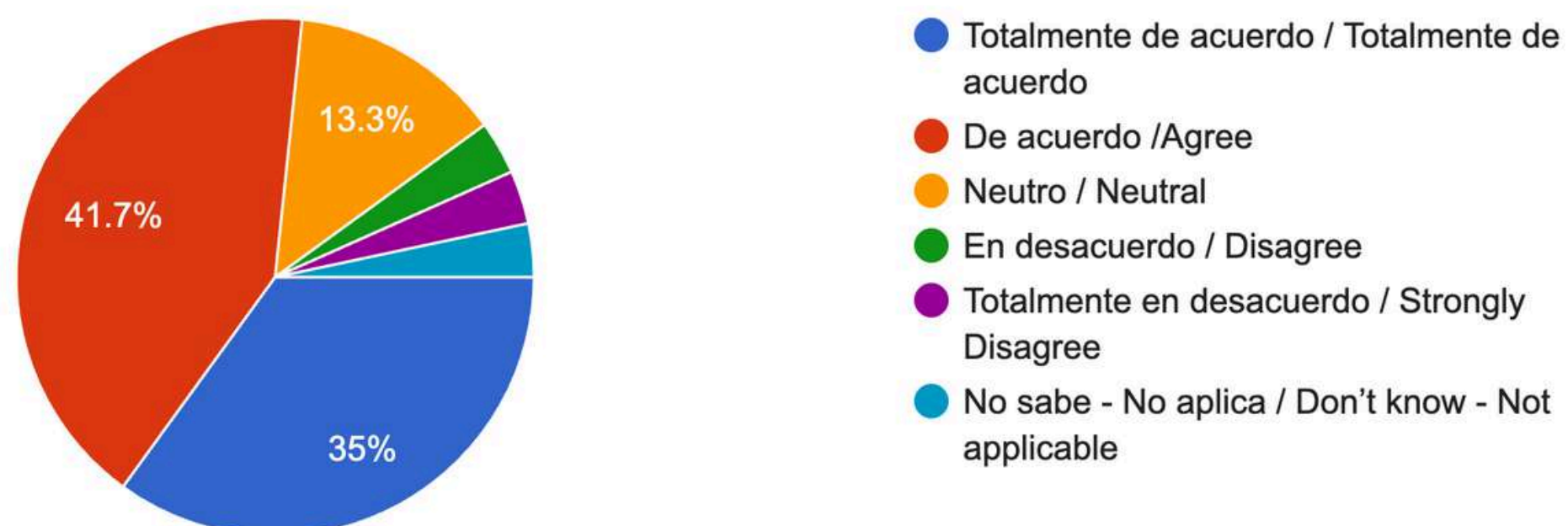




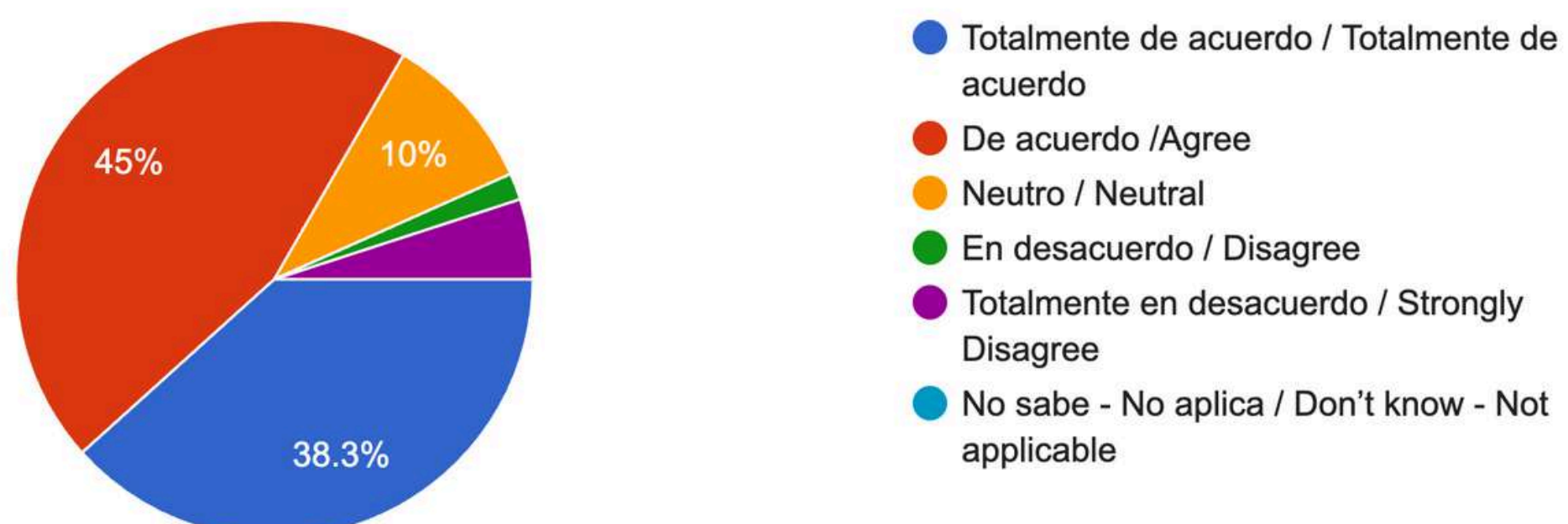
SECCIÓN F/ *SECTION F*

Gestión y Liderazgo Leadership and Management

7. Mis preocupaciones y comentarios se toman en serio y se manejan con respeto por parte del Equipo Directivo. 7. My concerns and feedback are...iously and handled respectfully by the leadership.
60 responses



8. Confío en que el Equipo Directivo de la escuela toma las decisiones que más convienen al alumnado. 8. I trust the school leadership to make decisions that are in the best interest of students.
60 responses



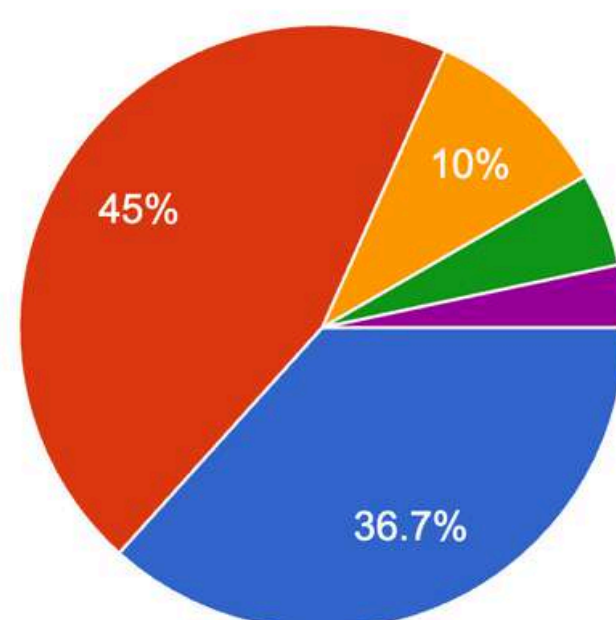


SECCIÓN F/ *SECTION F*

Gestión y Liderazgo Leadership and Management

9. El Equipo Directivo y de Coordinación demuestran transparencia y responsabilidad en el manejo de las operaciones escolares. 9. Leadership demo...sparency and accountability in school operations.

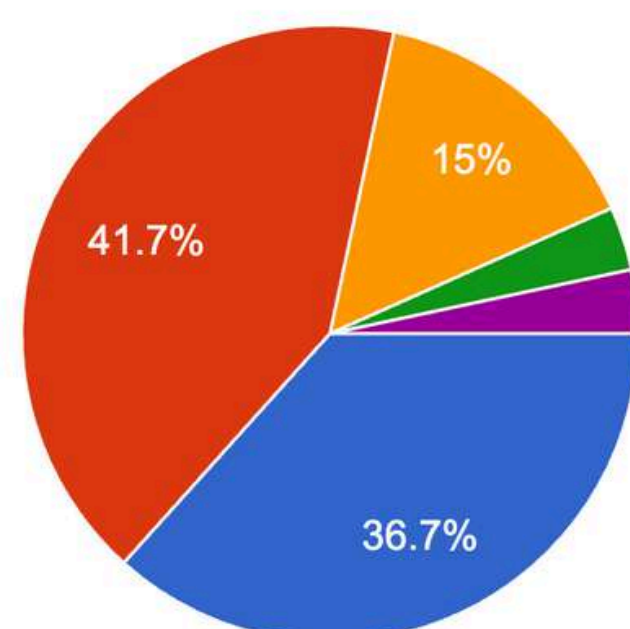
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

10. El Equipo Directivo fomenta la colaboración y valora las contribuciones del profesorado, alumnado y familias. 10. Leadership fosters colla...alues the input of teachers, students, and parents.

60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

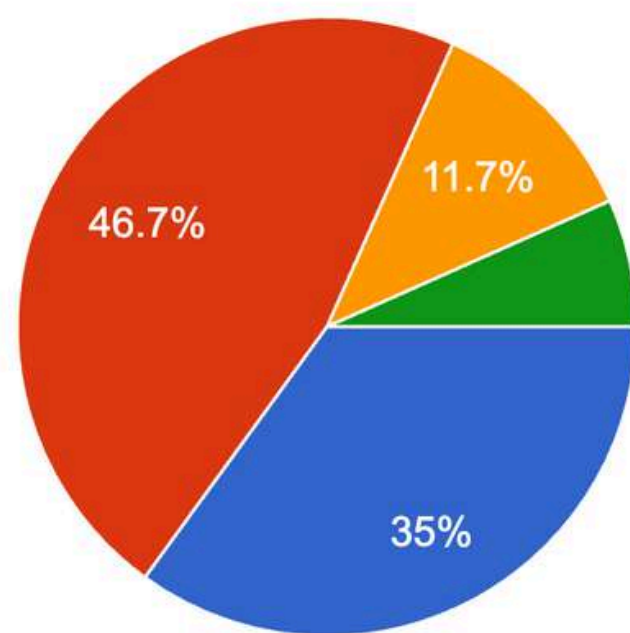


SECCIÓN F/ SECTION F

Gestión y Liderazgo Leadership and Management

11. Estoy informado sobre las decisiones que afectan a la comunidad escolar, incluidos los cambios o desarrollos importantes. 11. I am info...munity, including major changes or developments.

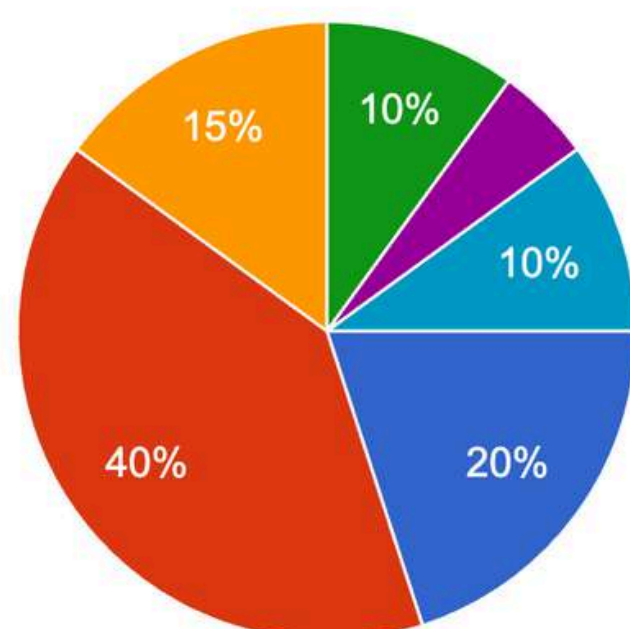
60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable

12. En los últimos años se han producido claras mejoras en las instalaciones, los servicios o los entornos de aprendizaje de la escuela. 12. There h...ervices, or learning environments in recent years.

60 responses



- Totalmente de acuerdo / Totalmente de acuerdo
- De acuerdo / Agree
- Neutro / Neutral
- En desacuerdo / Disagree
- Totalmente en desacuerdo / Strongly Disagree
- No sabe - No aplica / Don't know - Not applicable



المدرسة الإسبانية في أبوظبي

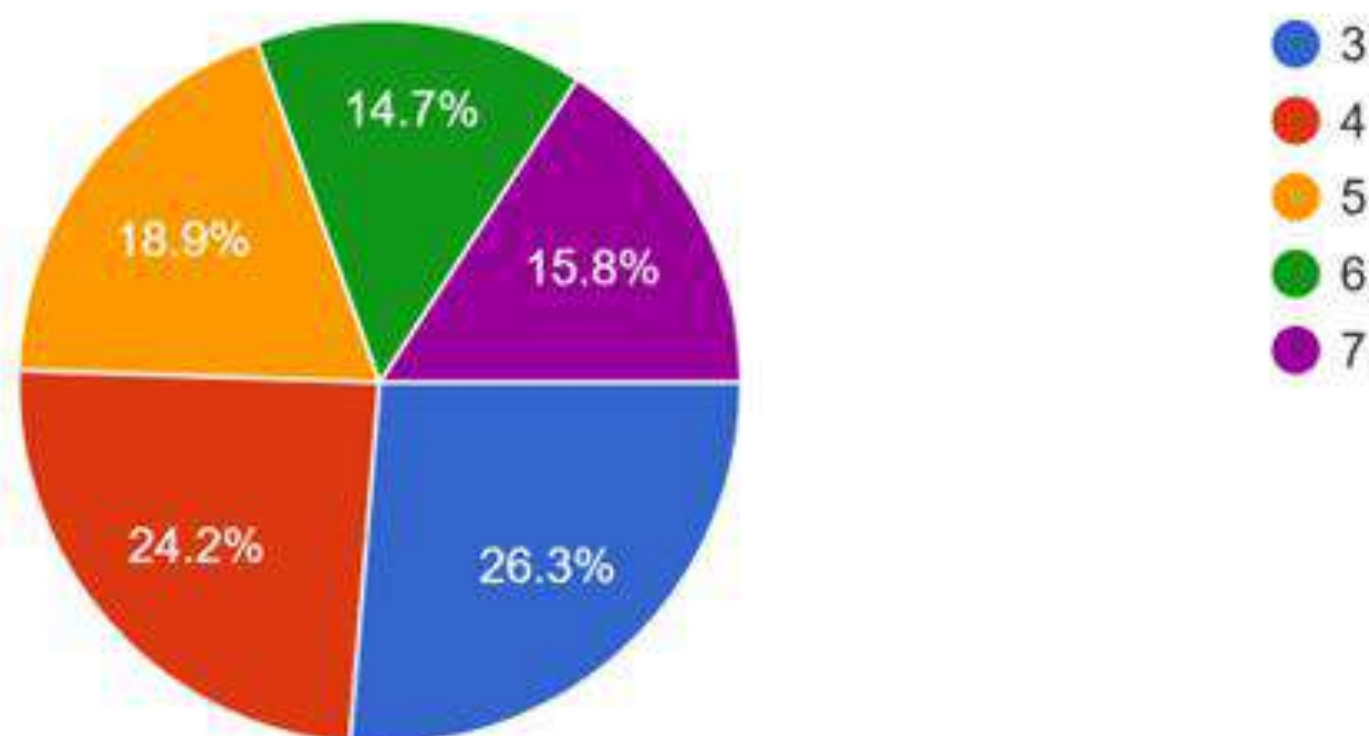
The Spanish School of Abu Dhabi

STUDENT SURVEY RESULTS

(All students from G3 to G7)

2024-2025

Grado Grade
95 responses

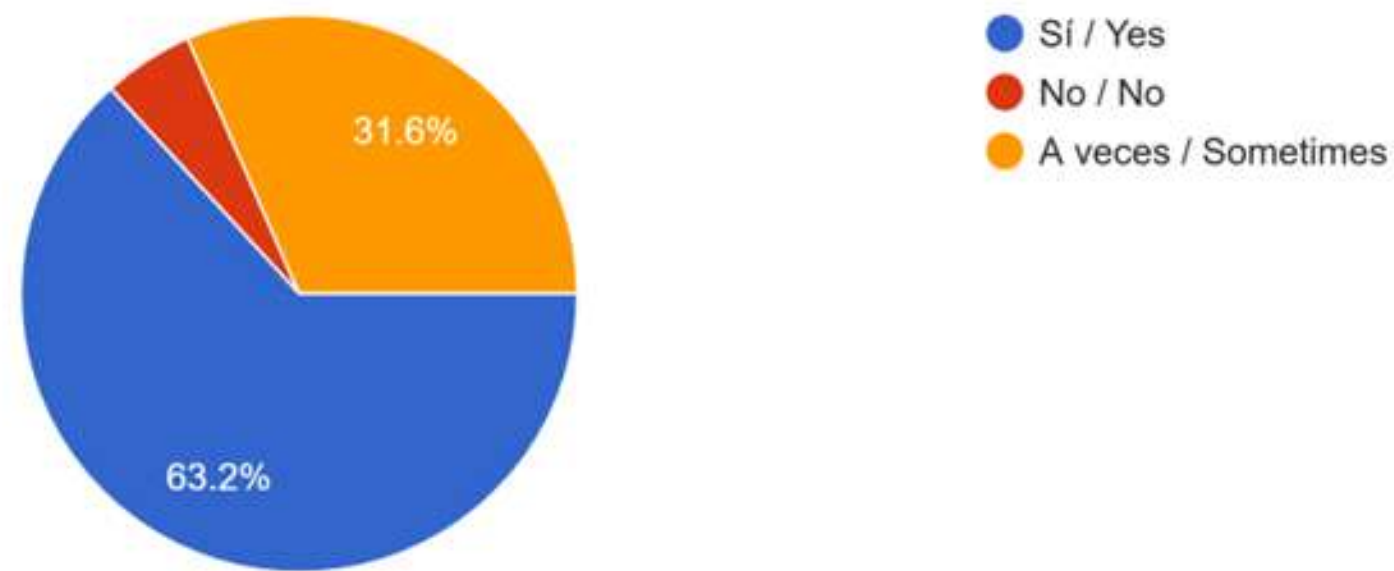




Part I: General School Evaluation

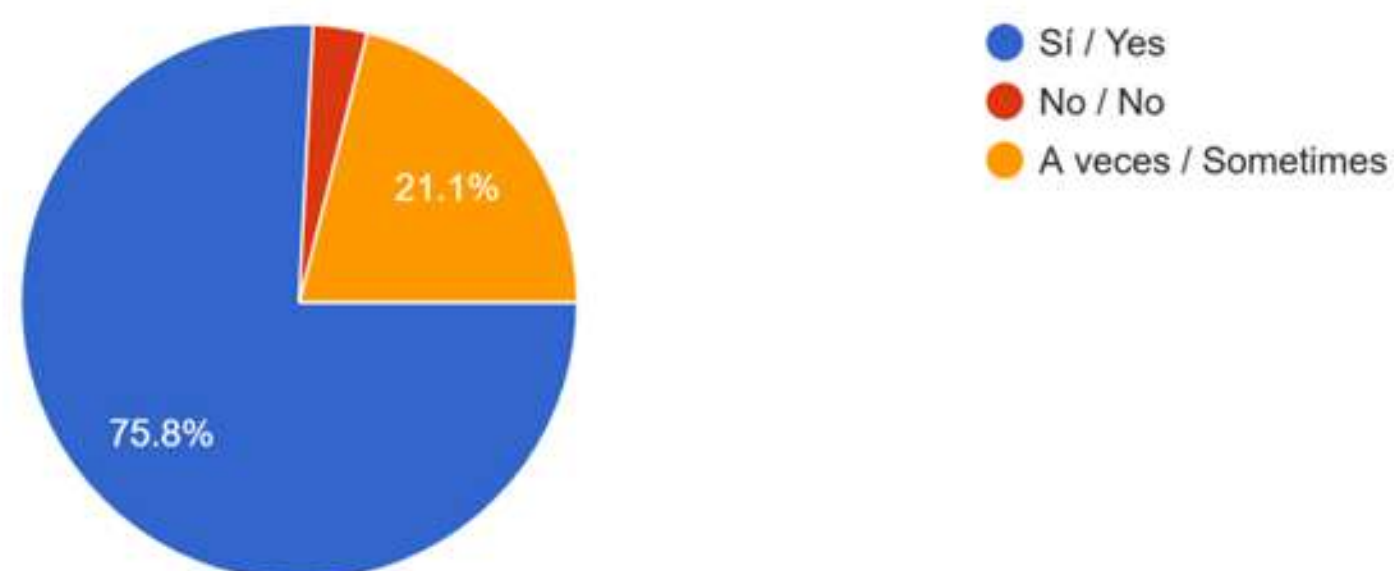
1. ¿Te sientes orgulloso de ser un alumno de la SSAD? 1. Do you feel proud to be a student at SSAD?

95 responses



2. Si tienes un problema, ¿sabes a quién dirigirte? 2. If you have a problem, do you know who you can go to for help?

95 responses



3. ¿Sientes que eres escuchado/a por los profesores? 3. Do you feel that teachers listen to you?

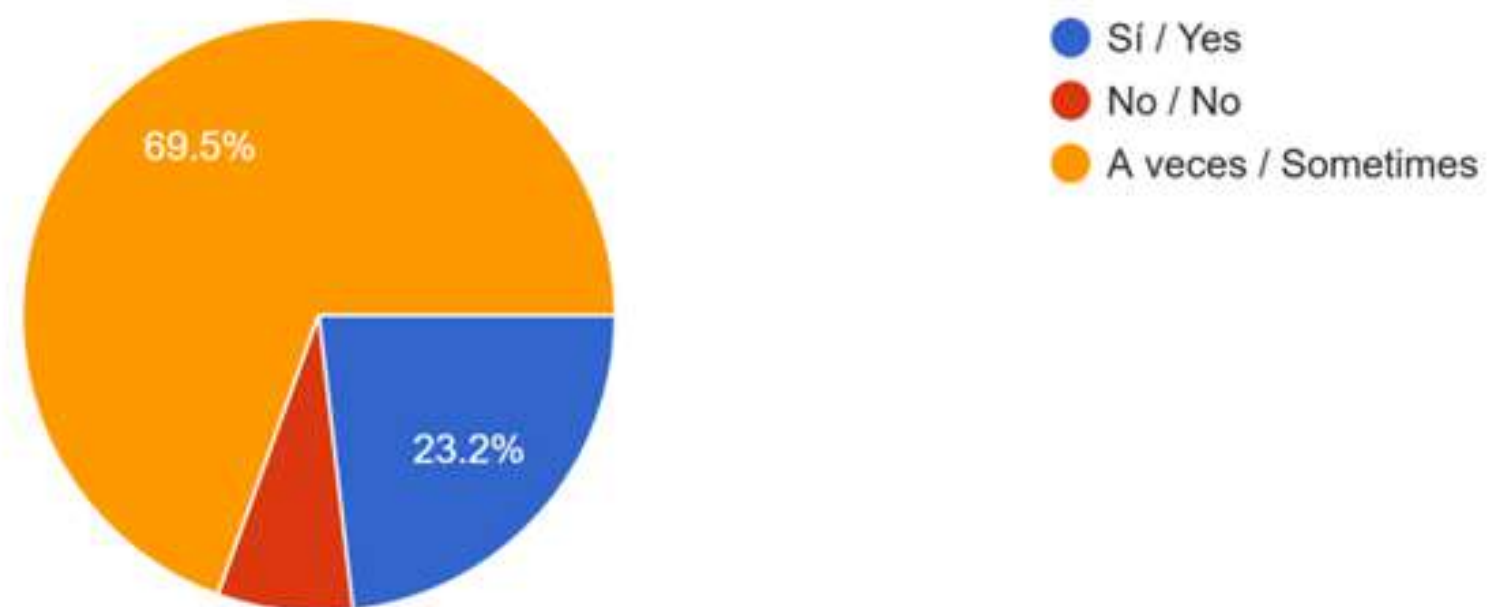
95 responses





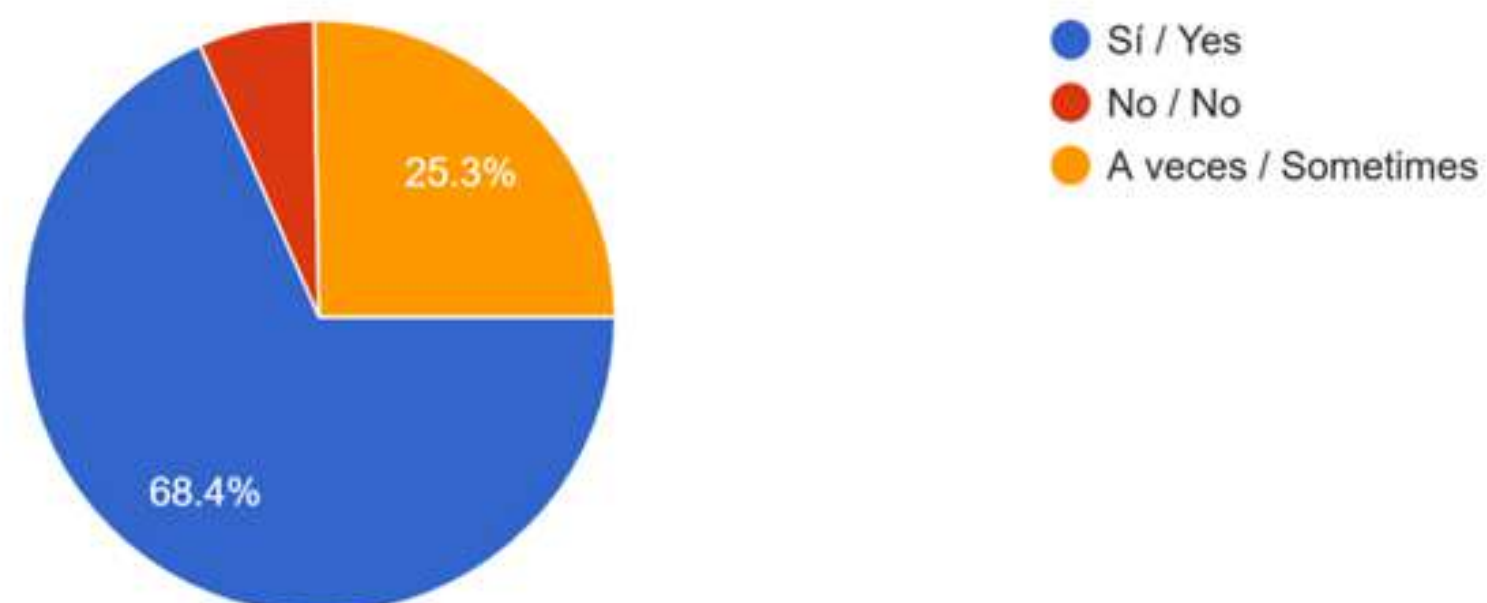
4. ¿Sientes que los alumnos del colegio son amables y educados contigo? 4. Do you feel that other students at school are kind and respectful to you?

95 responses



5. ¿Consideras el colegio un espacio limpio y seguro? 5. Do you consider the school a clean and safe space?

95 responses

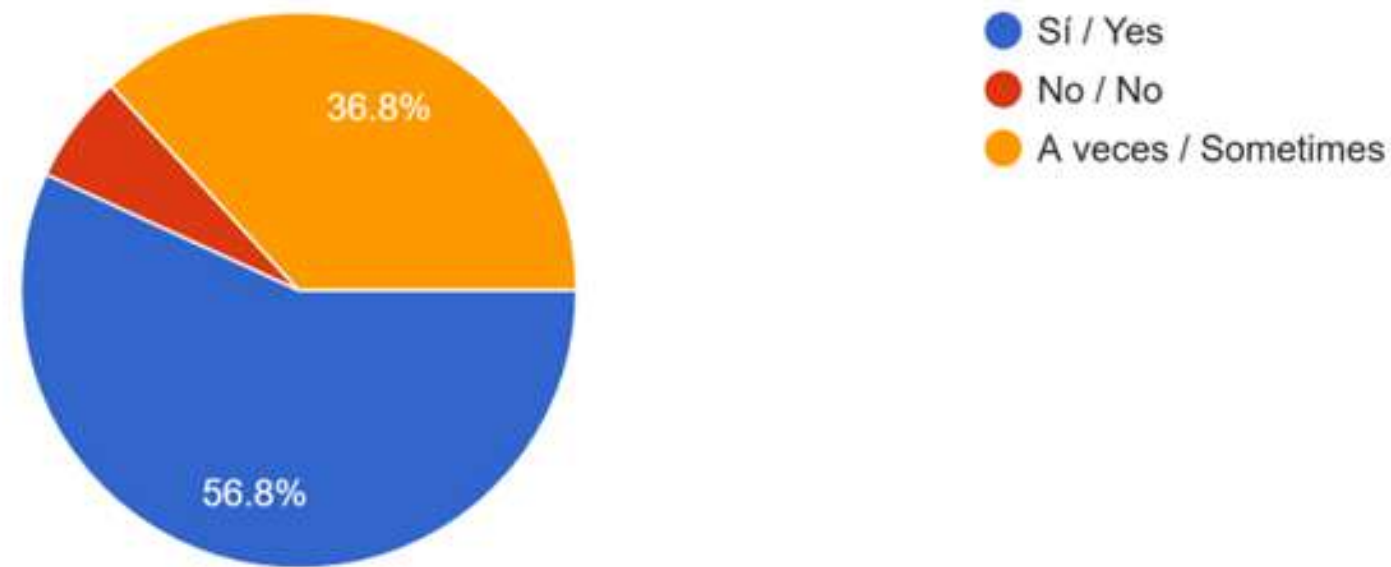




Part II: Classes and Learning

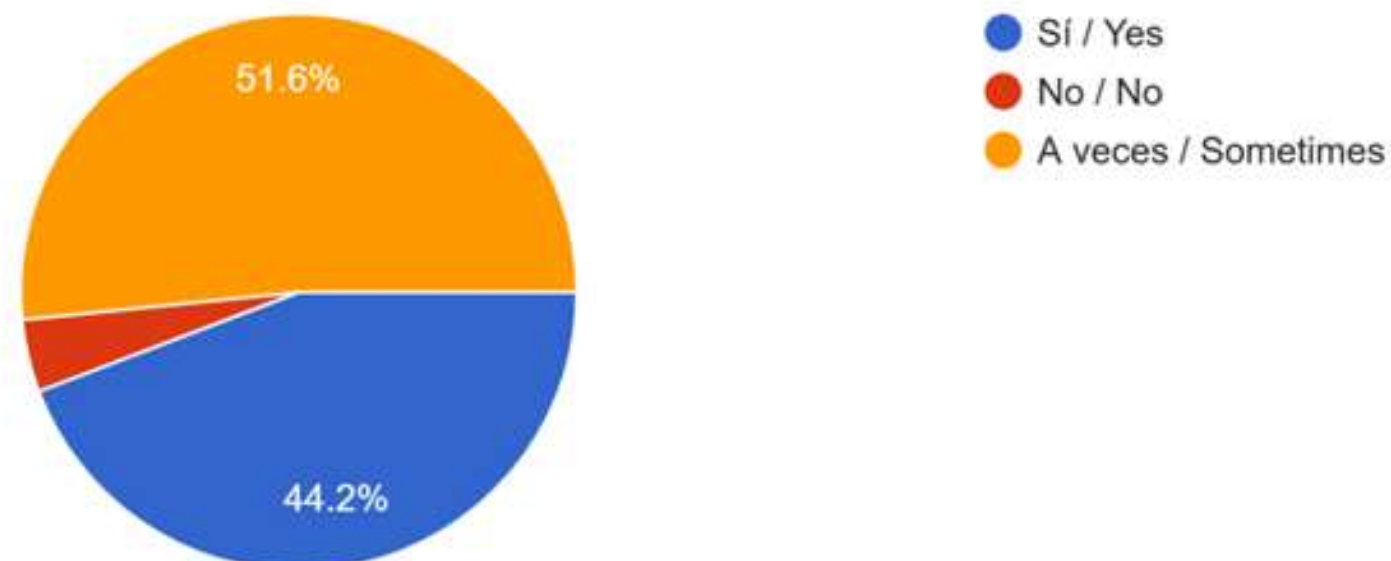
7. ¿Las clases son interesantes y te ayudan a aprender? 7. Are your classes interesting and helpful for your learning?

95 responses



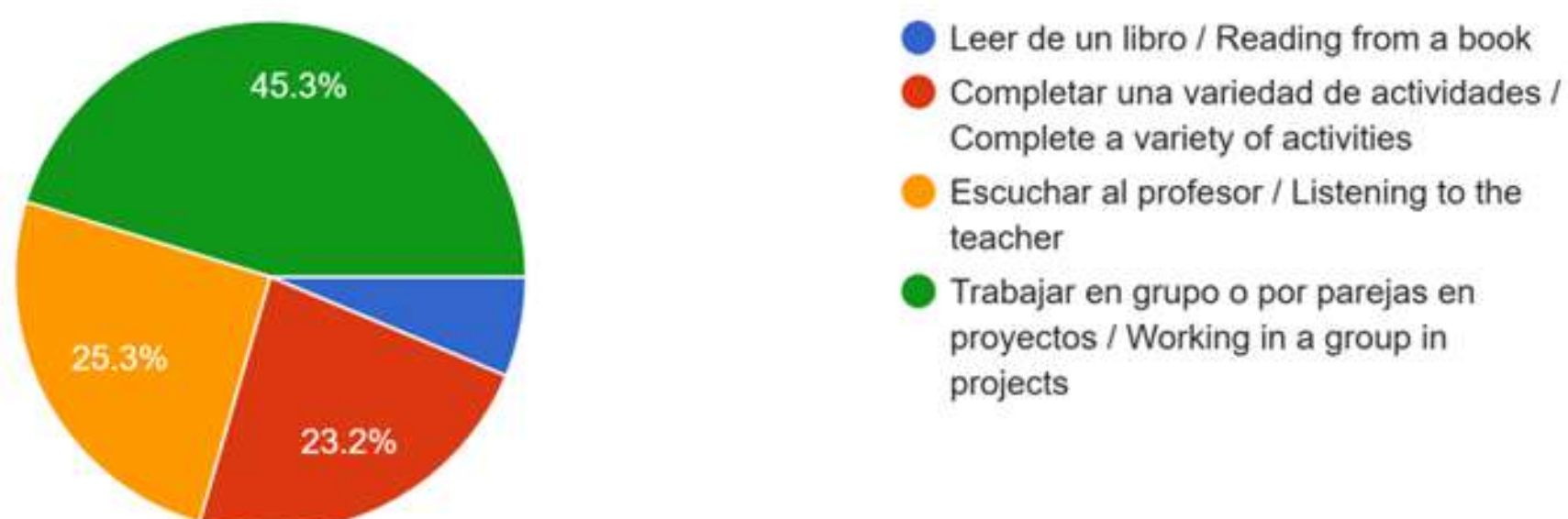
8. ¿Las tareas y proyectos te parecen interesantes y motivadores? 8. Do you find the activities and projects engaging and motivating?

95 responses



9. ¿Qué tipo de actividades haces con más frecuencia en clase? 9. What type of activities do you do most often in class?

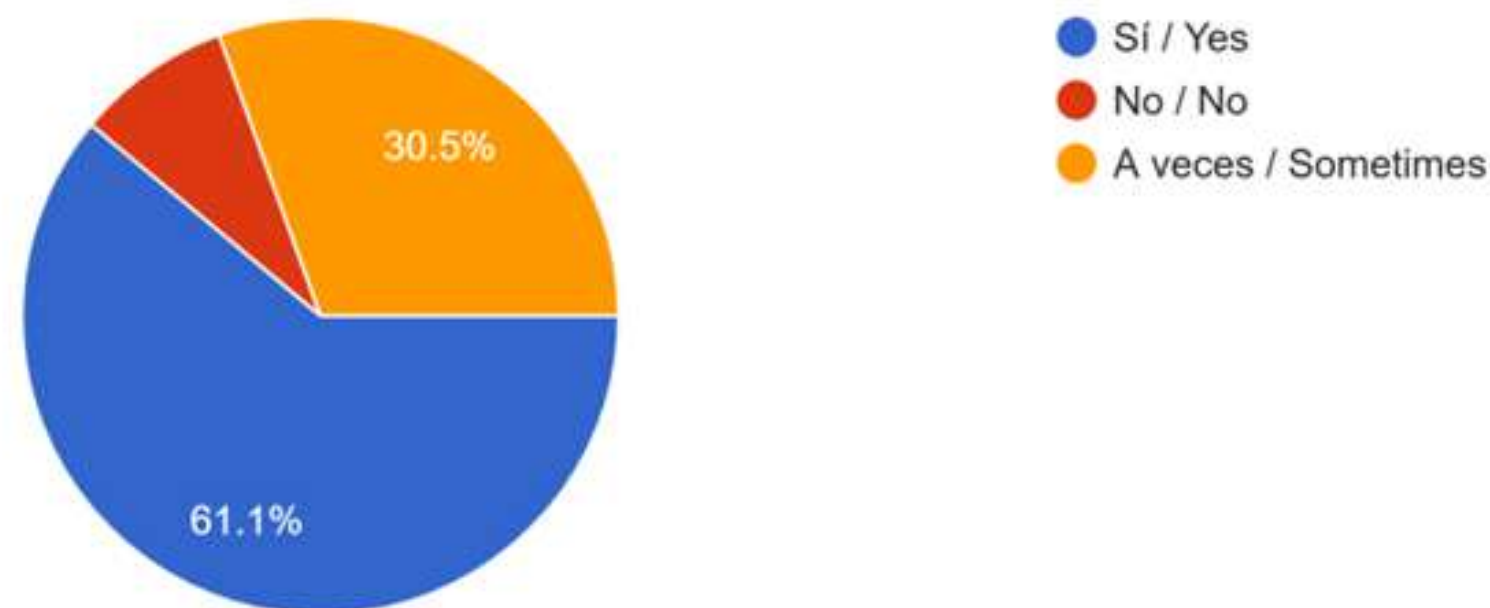
95 responses





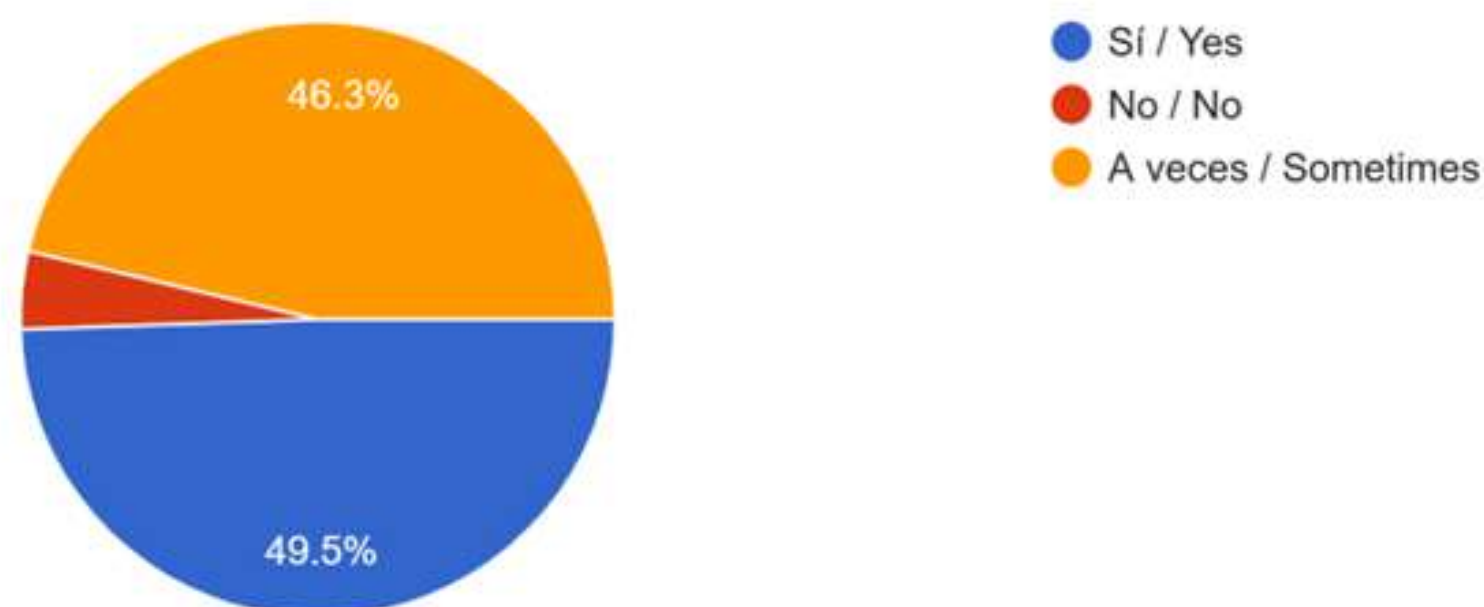
10. ¿Sientes que los profesores te apoyan cuando tienes dificultades? 10. Do you feel supported by your teachers when you face difficulties?

95 responses



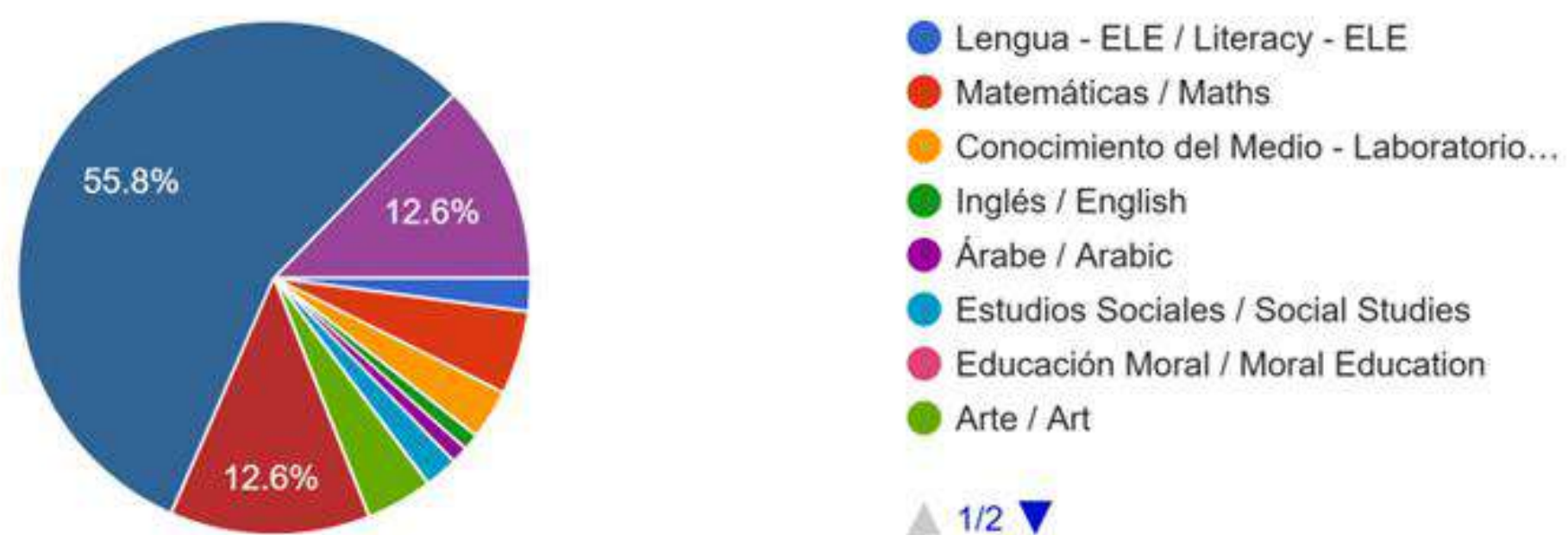
11. ¿Puedes participar y compartir tus ideas en clase? 11. Can you participate and share your ideas in class?

95 responses



12. ¿Cuál es tu asignatura favorita? 12. What is your favorite subject?

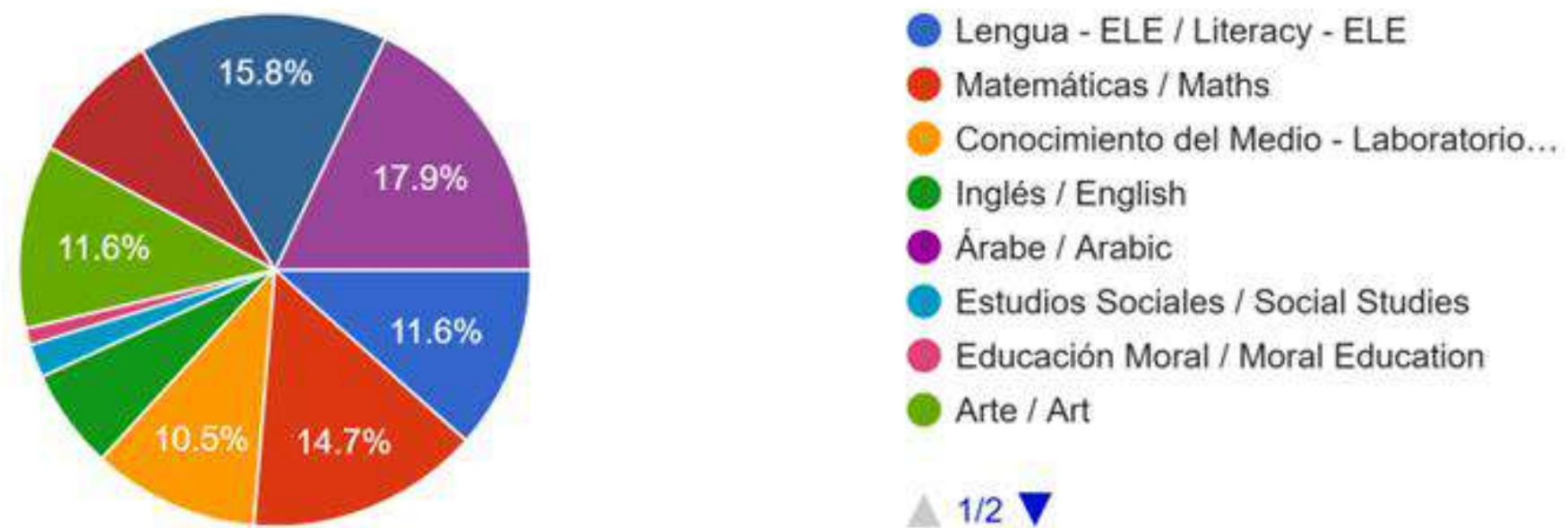
95 responses





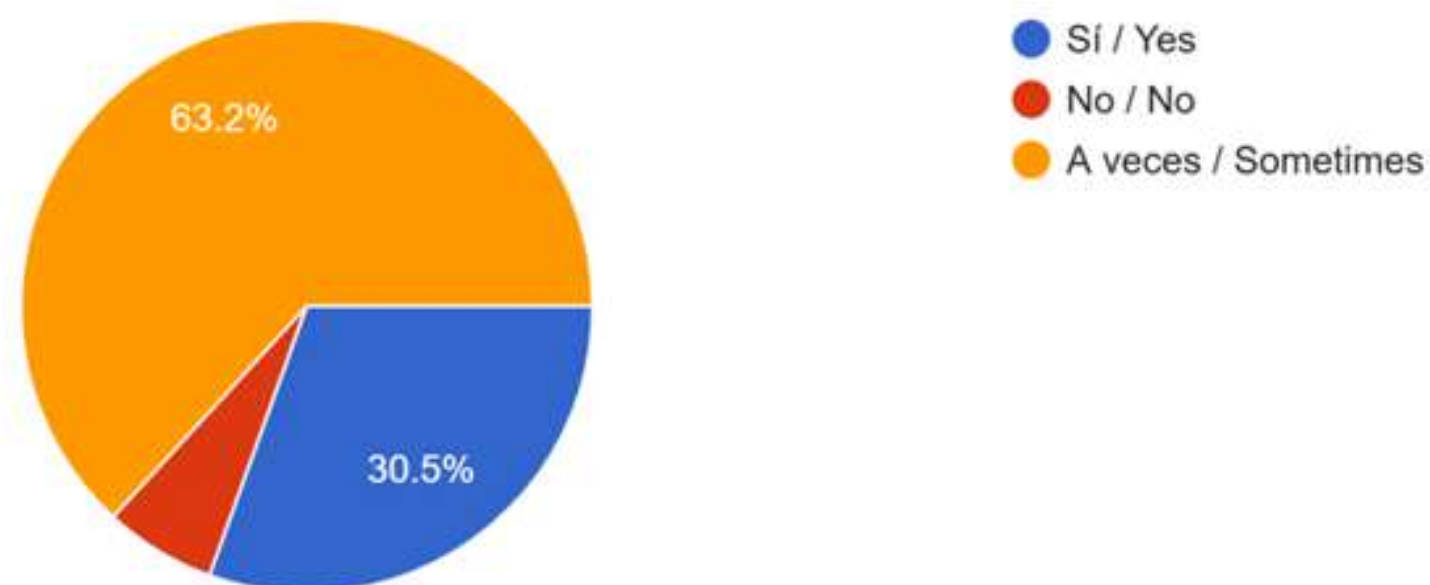
13. ¿Y tu segunda asignatura favorita? 13. And your second favorite subject?

95 responses



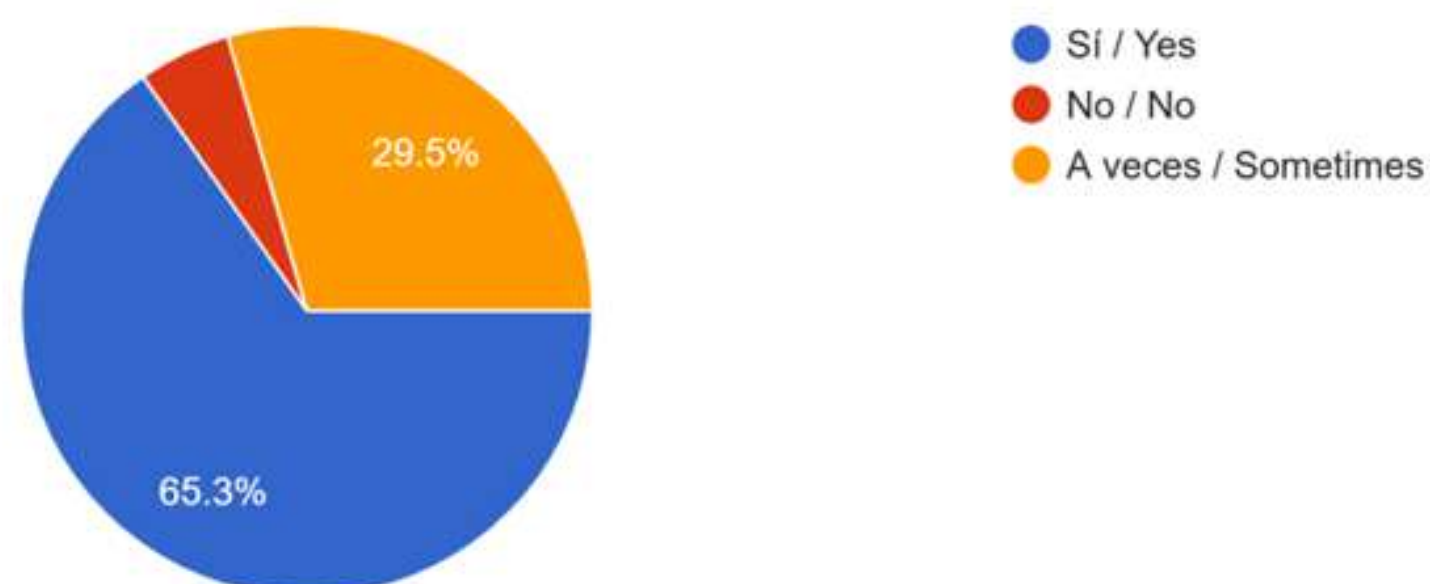
14. ¿Utilizas dispositivos electrónicos (ordenadores, tabletas, etc.) en clase? 14. Do you use electronic devices (computers, tablets, etc.) in class?

95 responses



15. ¿Te parece útil la tecnología que utilizas en clase para aprender? 15. Do you find the technology used in class helpful for your learning?

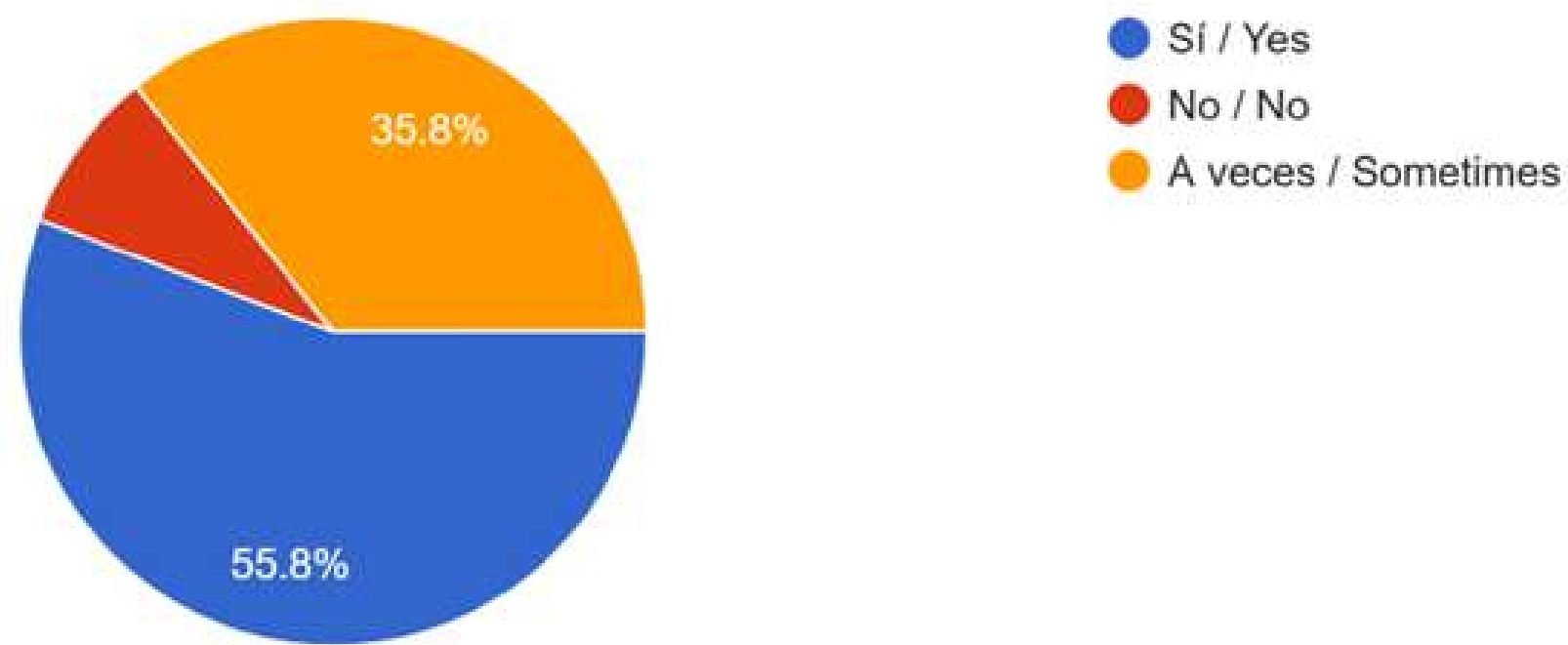
95 responses





16. ¿Te sientes seguro/a de poder usar lo que has aprendido en clase en situaciones de la vida real? 16. Do you feel confident that you can use what you've learned in class in real-life situations?

95 responses

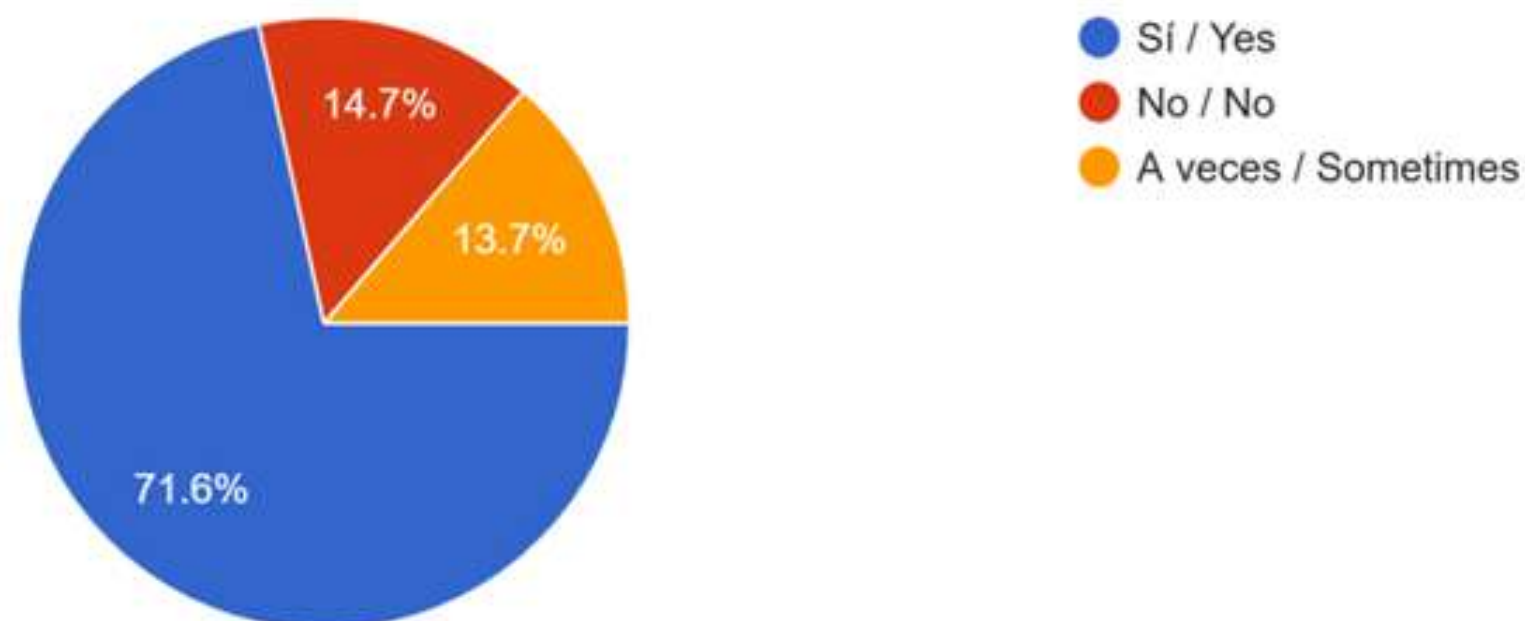




Part III: Extracurricular activities and Clubs

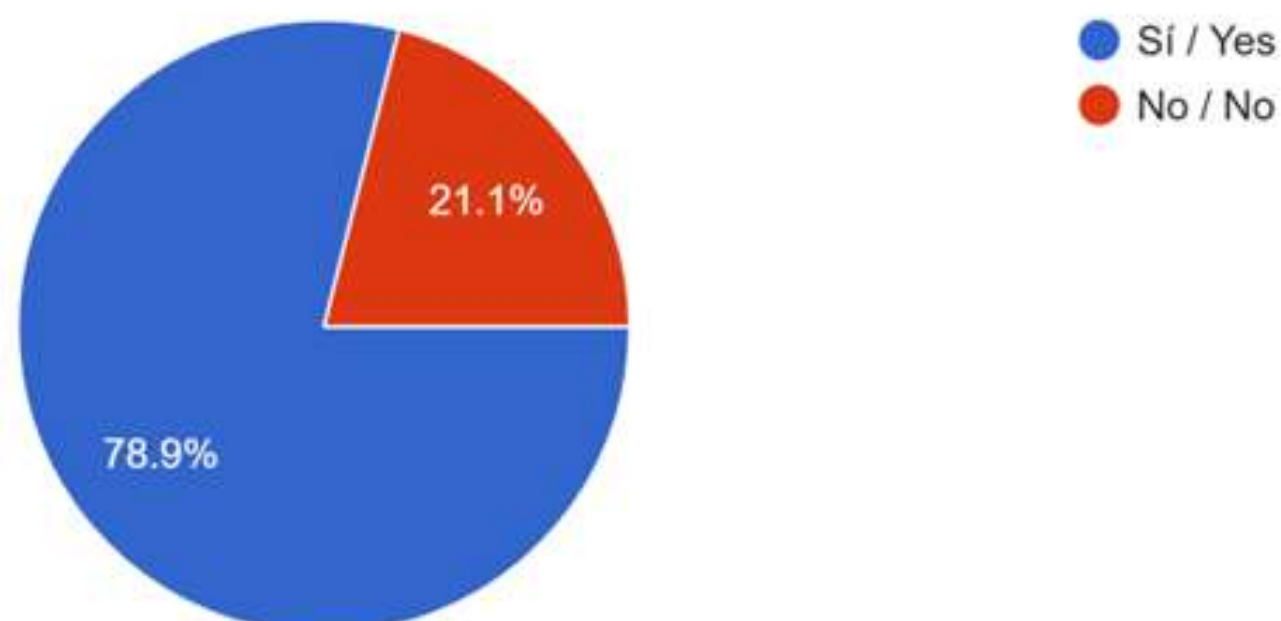
18. ¿Te gustan los clubs que se ofrecen durante la hora de la comida en el colegio? 18. Do you like the clubs offered during lunchtime at school?

95 responses



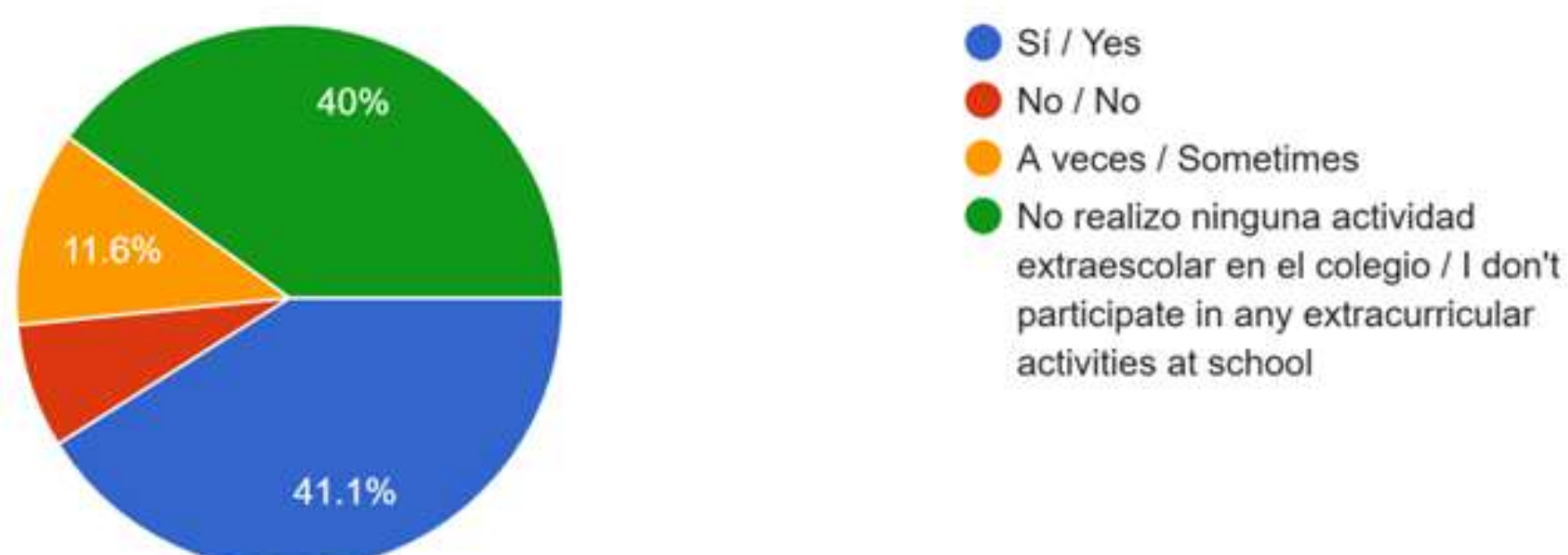
19. ¿Te gustaría que hubiese otros clubes? 19. Would you like there to be other types of clubs?

95 responses



21. ¿Disfrutas de las actividades extracurriculares (Deportes, Música, Español, etc.)? 21. Do you enjoy extracurricular activities (Sports, Music, Spanish, etc.)?

95 responses

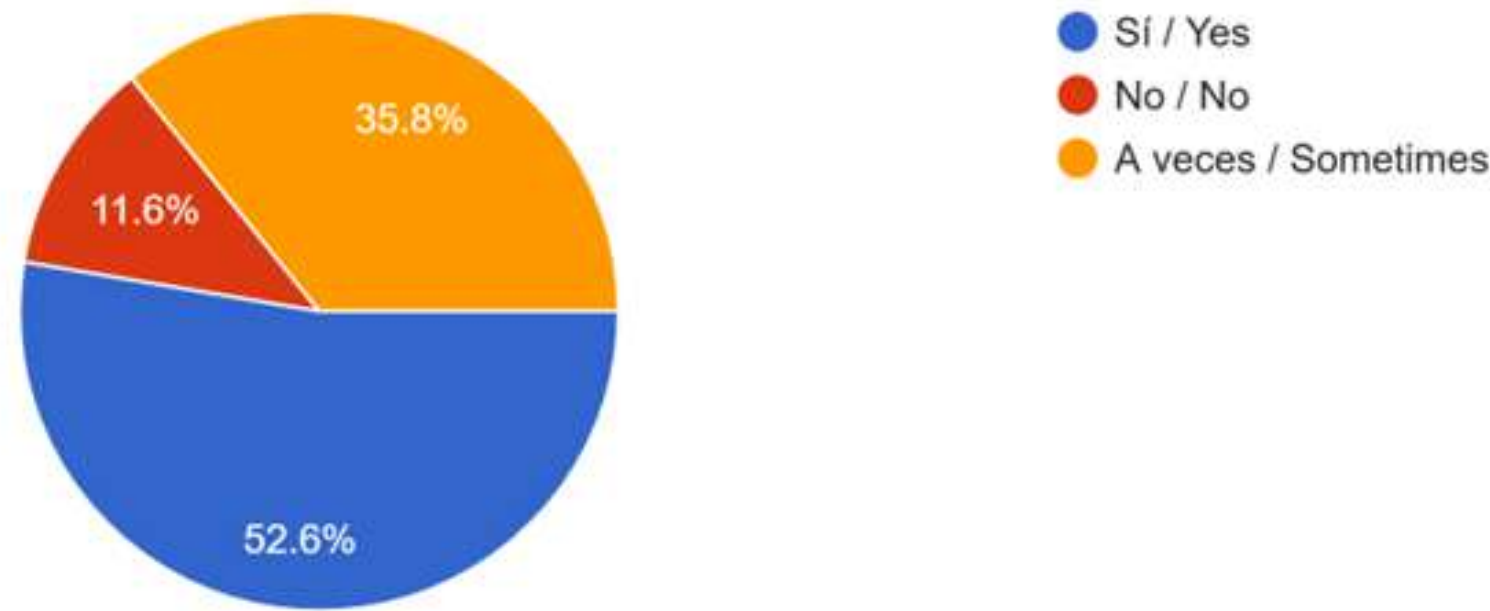




Part IV: Facilities and Services

23. ¿Crees que las aulas disponen de todo aquello que necesitas? 23. Do you think the classrooms have everything you need?

95 responses



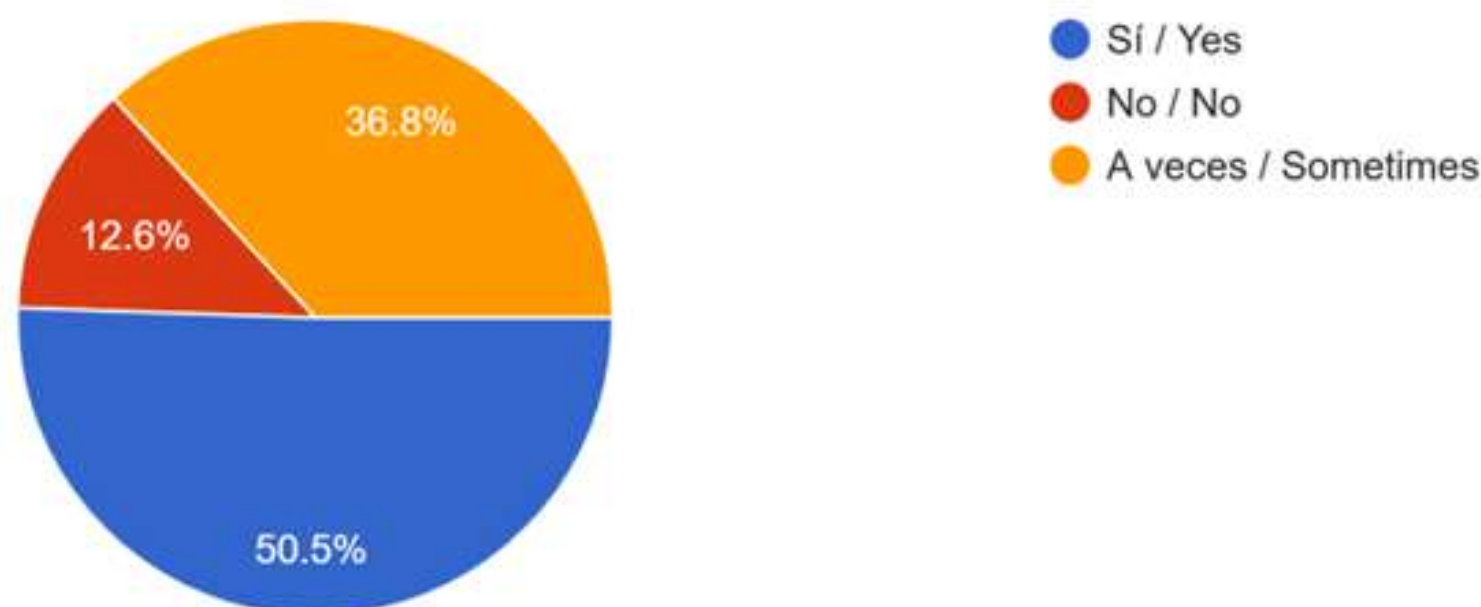
24. ¿Las zonas comunes (baños, patios, biblioteca) están limpias y cuidadas? 24. Are the common areas (bathrooms, playgrounds, library) clean and well-maintained?

95 responses



25. ¿Tienes acceso a materiales y espacios para hacer tus tareas o leer tranquilamente? 25. Do you have access to materials and spaces where you can do your work or read quietly?

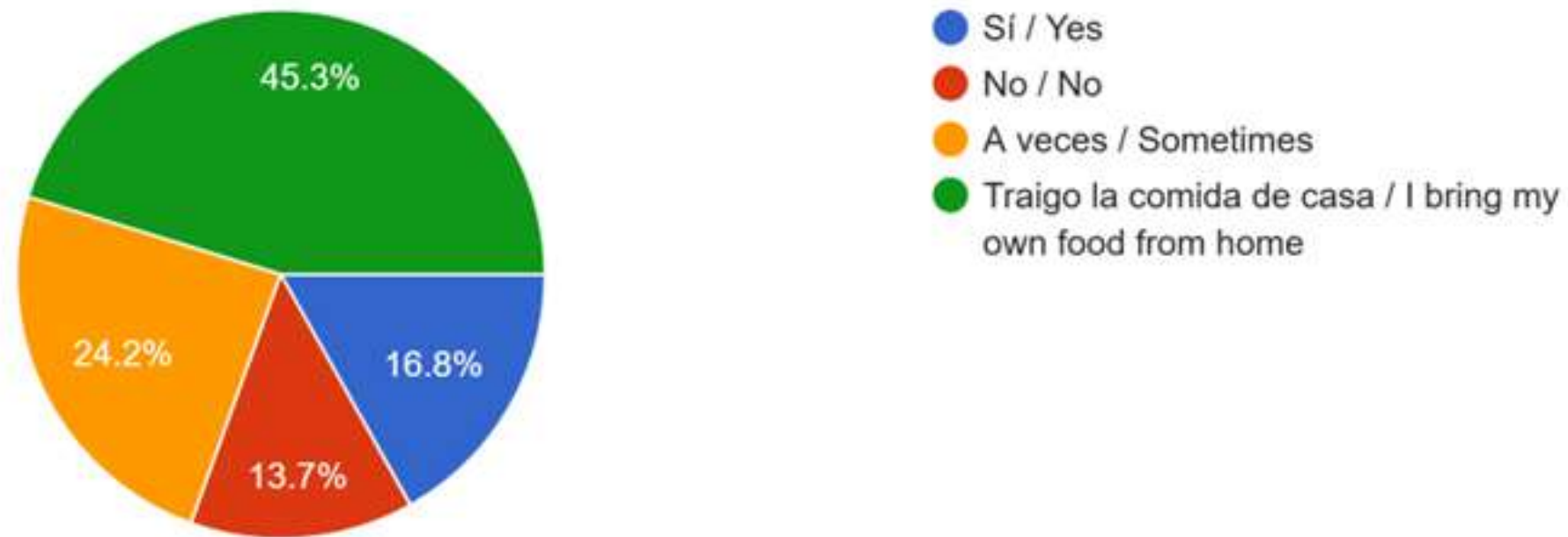
95 responses





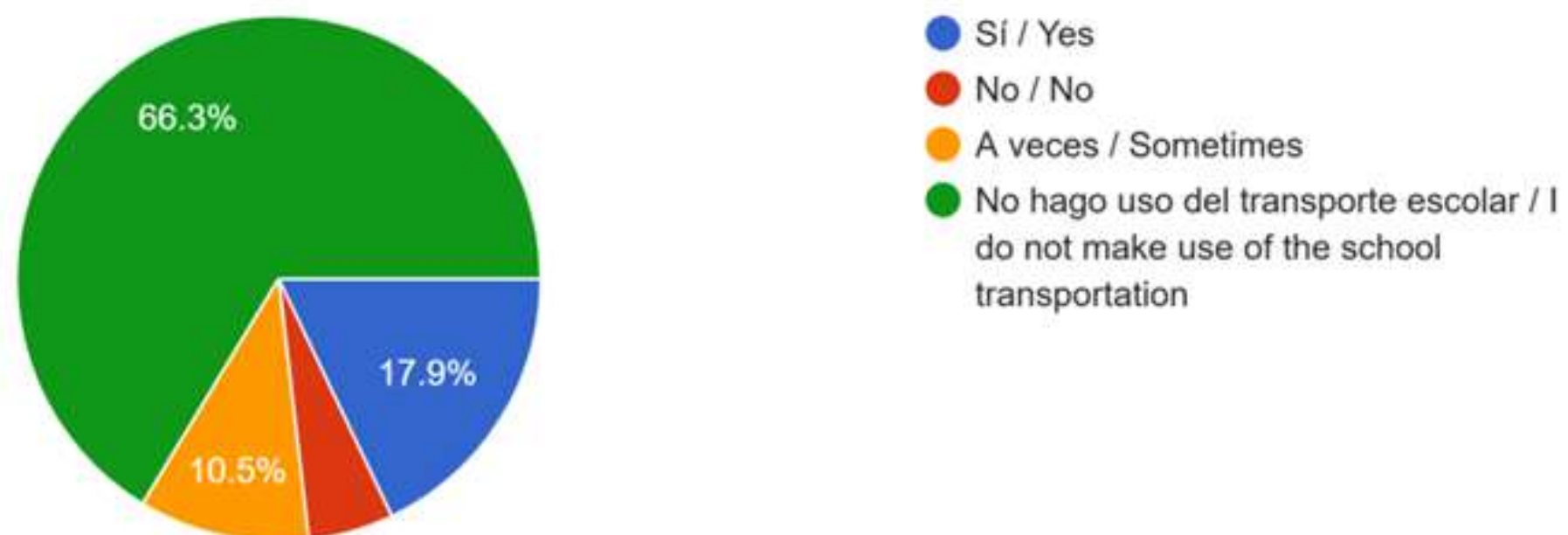
26. ¿Te gusta la comida que se ofrece en el comedor? 26. Do you like the food served in the Canteen?

95 responses



27. ¿Estás satisfecho/a con el servicio de transporte escolar que utilizas actualmente? 27. Are you satisfied with the school transport service you currently use?

95 responses

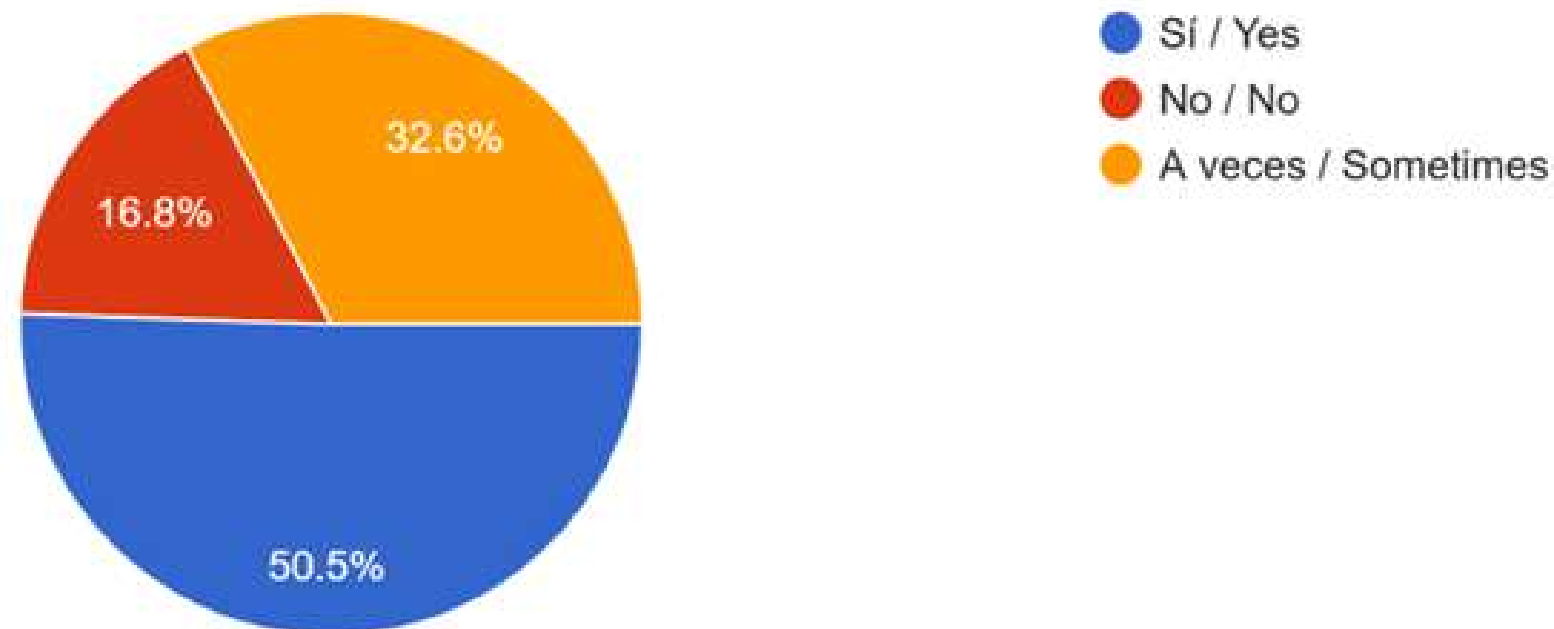




Part V: School Trips, Events, and Workshops

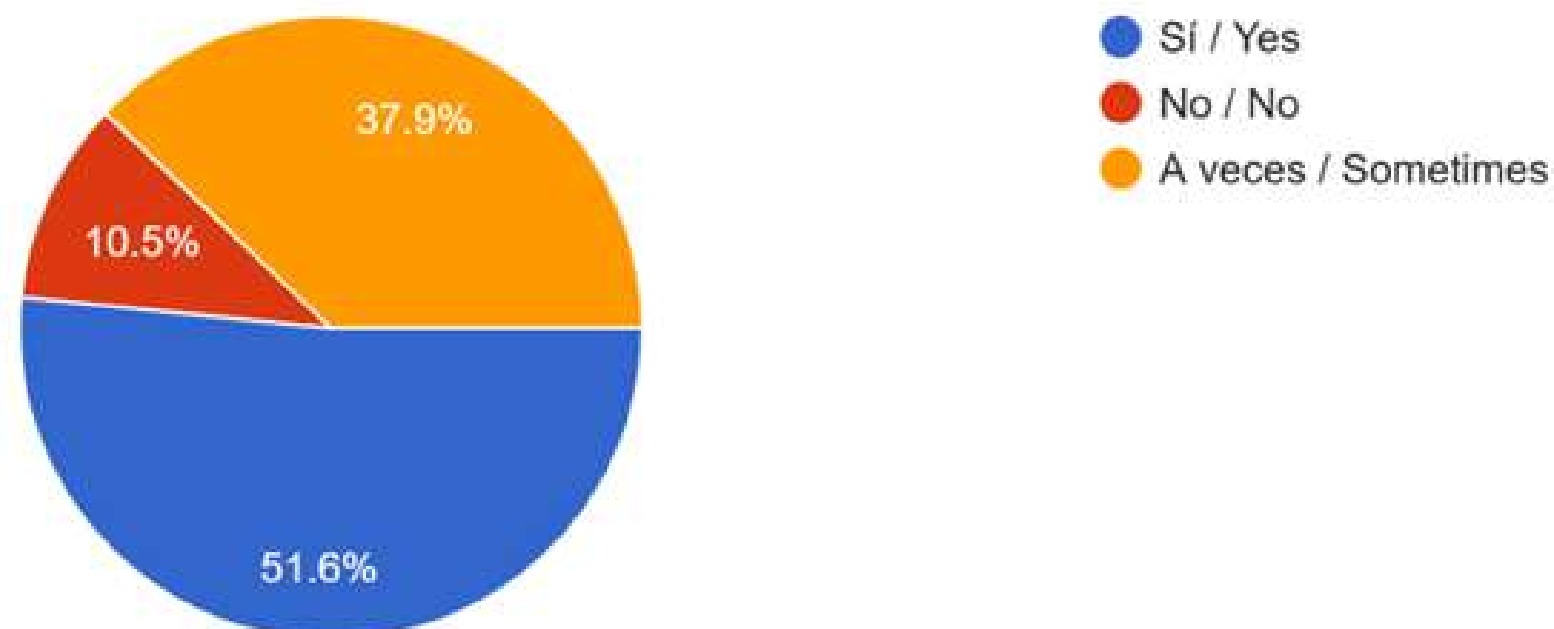
29. ¿Te gustan las excursiones o salidas educativas que organiza el colegio? 29. Do you enjoy the field trips or educational outings organized by the school?

95 responses



30. ¿Has disfrutado los talleres o actividades especiales realizadas este año (Taller sobre agua y electricidad, Taller de higiene bucodental, Feria An...p, Dental Hygiene Workshop, Anti-Buying Fair, etc.)?

95 responses





المدرسة الإسبانية في أبوظبي

The Spanish School of Abu Dhabi

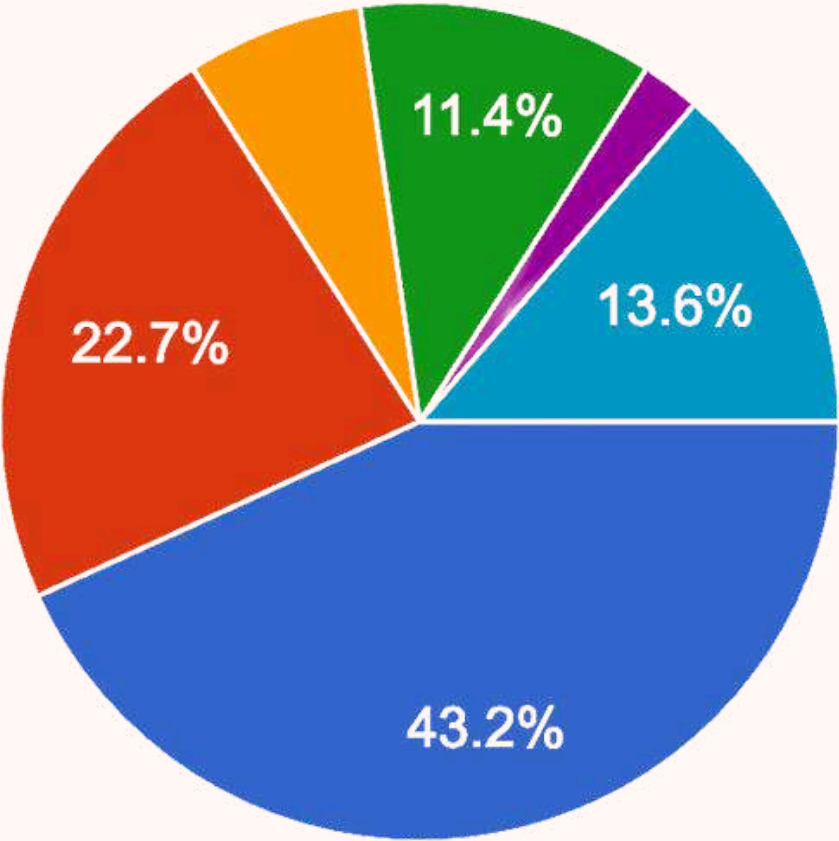
Resultados de la Encuesta General al Personal

2025

General Staff Survey Results

By Andrea H. Pasek

Resumen de la Encuesta & Participación



44

Total respondents

- PROFESOR | TEACHER
- ASISTENTE DE AULA - APOYO | CLASSROOM ASSISTANT
- DEPARTAMENTO DE INCLUSION | INCLUSION DEPARTMENT
- COORDINADOR - LIDER INTERMEDIO | COORDINATOR- MIDDLE LEADER
- EQUIPO DE LIDERAZGO SENIOR- CONSEJO | SENIOR LEADERSHIP T...
- ADMINISTRACION - OPERACIONES...

57.89%

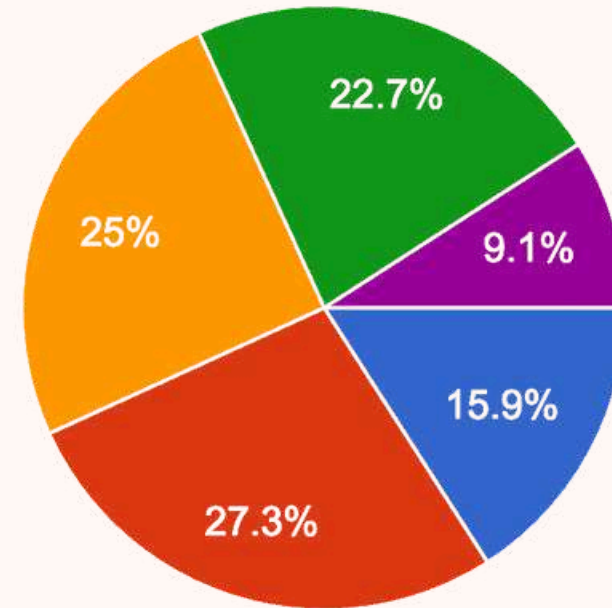
Response Rate

Survey Overview & Participation

SECCIÓN 1: BIENESTAR Y EQUILIBRIO - WELLBEING & BALANCE

1. Puedo manejar mi carga laboral sin un nivel de estrés excesivo. I am able to manage my workload without excessive stress.

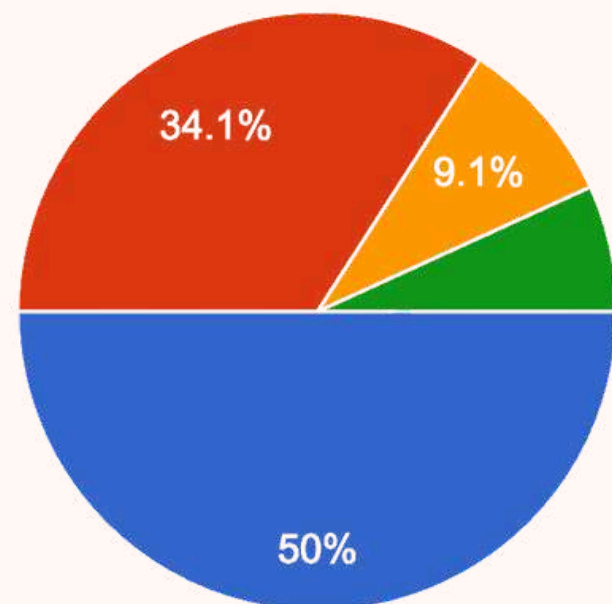
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

2. Siento que mi trabajo tiene un propósito y contribuye a la misión del colegio. I feel that my work has meaning and contributes to the school's mission.

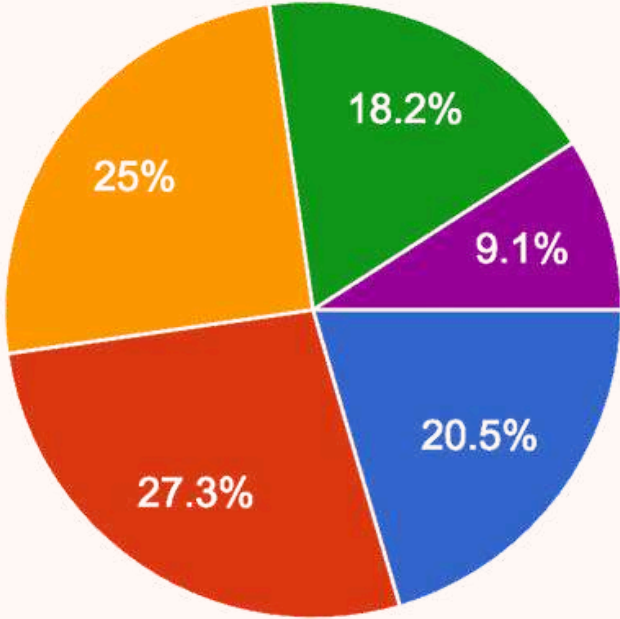
44 responses



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- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

3. Se me anima a mantener un equilibrio saludable entre el trabajo y la vida personal. I am encouraged to maintain a healthy work-life balance.

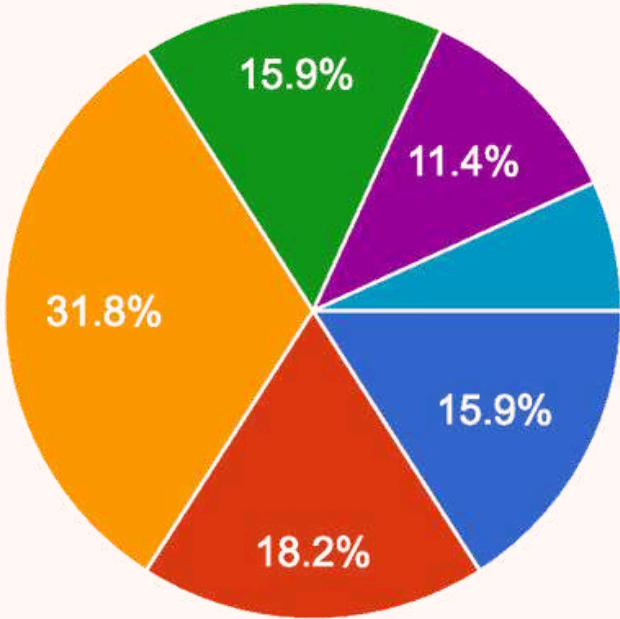
44 responses



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- No sé/ No aplica | Not know/Not applicable

4. Tengo acceso a recursos que apoyan mi bienestar físico y mental. I have access to resources that support my physical and mental wellbeing.

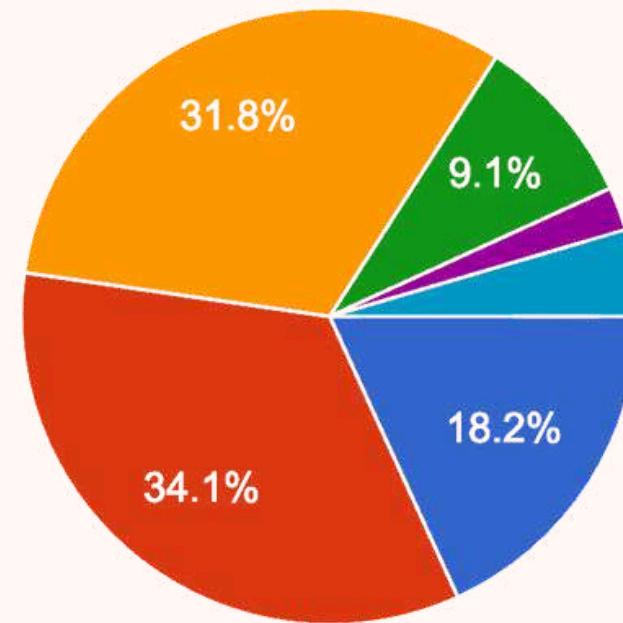
44 responses



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- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
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5. Me siento apoyado emocionalmente en el trabajo. I feel emotionally supported at work.

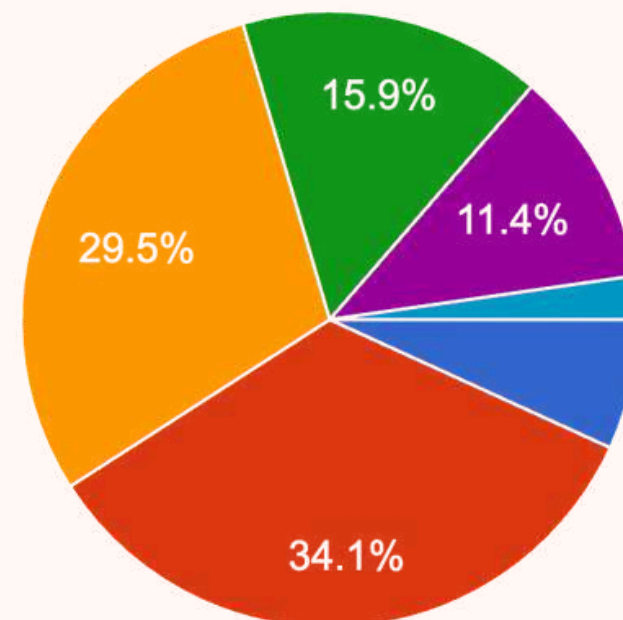
44 responses



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- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

6. Tengo descansos suficientes y tiempo para recargar energía durante el día escolar. I have sufficient breaks and time to recharge during the school day.

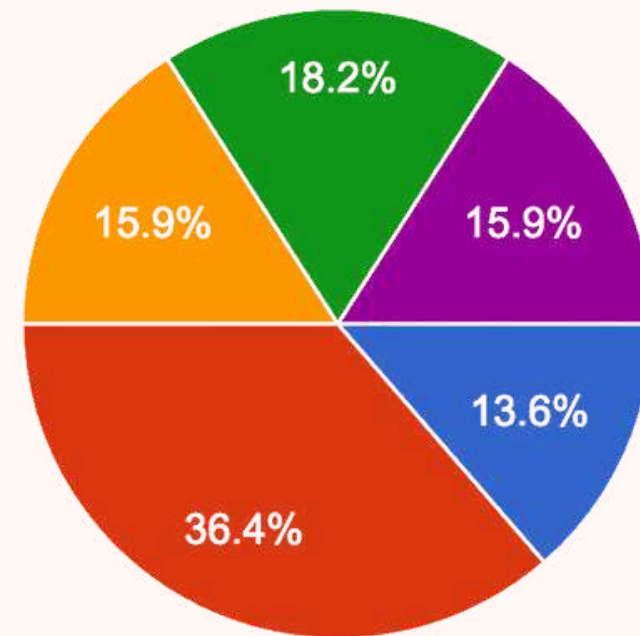
44 responses



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7. Mi bienestar es tomado en cuenta en la planificación escolar y toma de decisiones. My wellbeing is considered in school planning and decision-making.

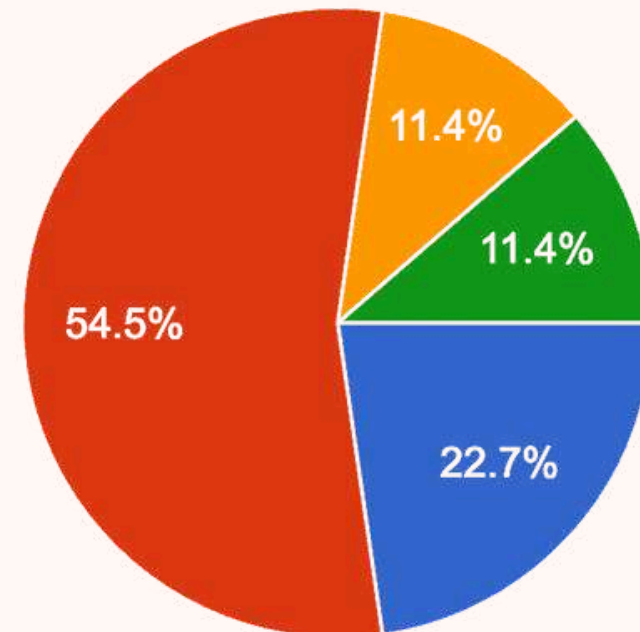
44 responses



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- No sé/ No aplica | Not know/Not applicable

8. Experimento con frecuencia satisfacción y alegría en mi rol. I regularly experience joy and satisfaction in my role.

44 responses

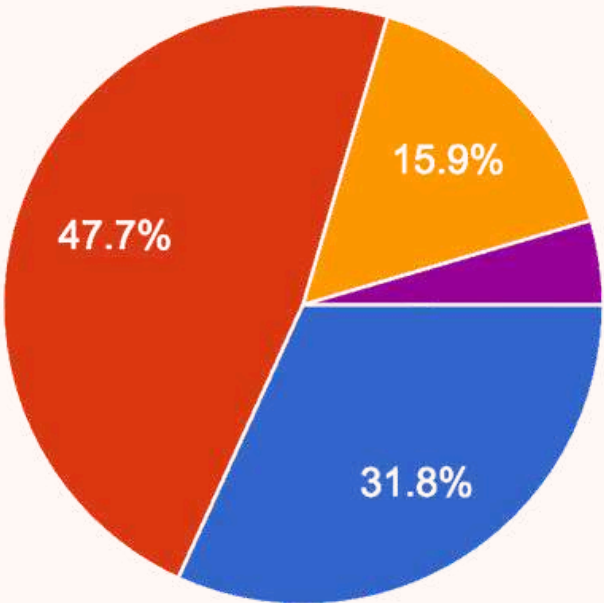


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SECCIÓN 2: CULTURA DEL COLEGIO & RELACIONES - SCHOOL CULTURE & RELATIONSHIPS

9. Me siento respetado/a por mis colegas, sin importar mi rol. I feel respected by my colleagues regardless of my role.

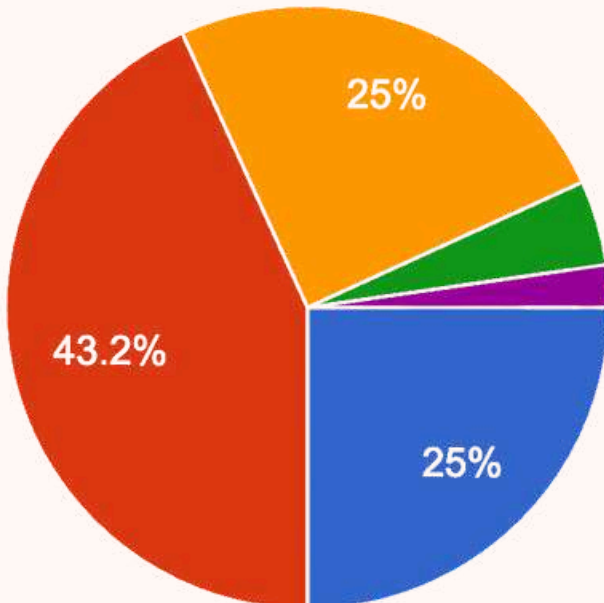
44 responses



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10. El colegio promueve una cultura de amabilidad y consideración. The school fosters a culture of kindness and consideration.

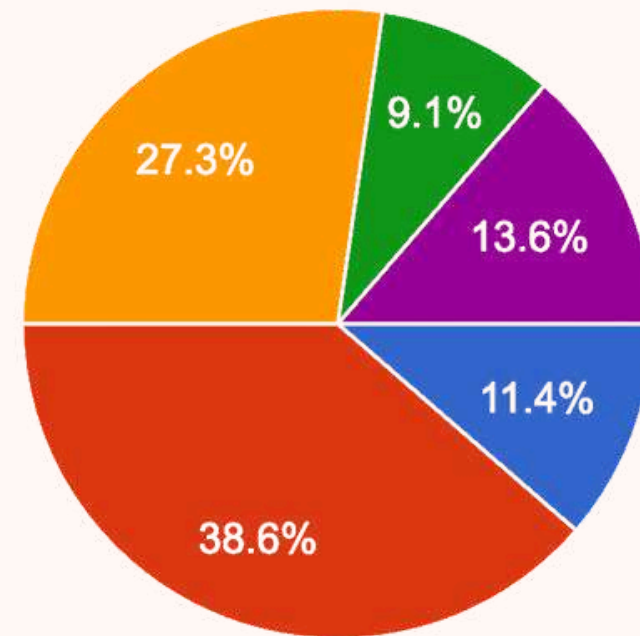
44 responses



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11. Puedo compartir comentarios o inquietudes abiertamente sin temor a consecuencias negativas. I can share feedback or concerns openly without fear of negative consequences.

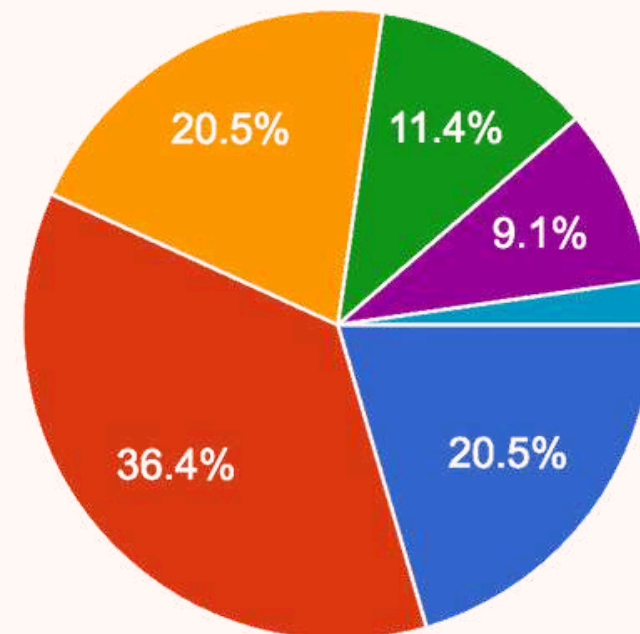
44 responses



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- No sé/ No aplica | Not know/Not applicable

12. La comunicación entre el personal y el equipo directivo es clara y constructiva. The communication between staff and leadership is clear and constructive.

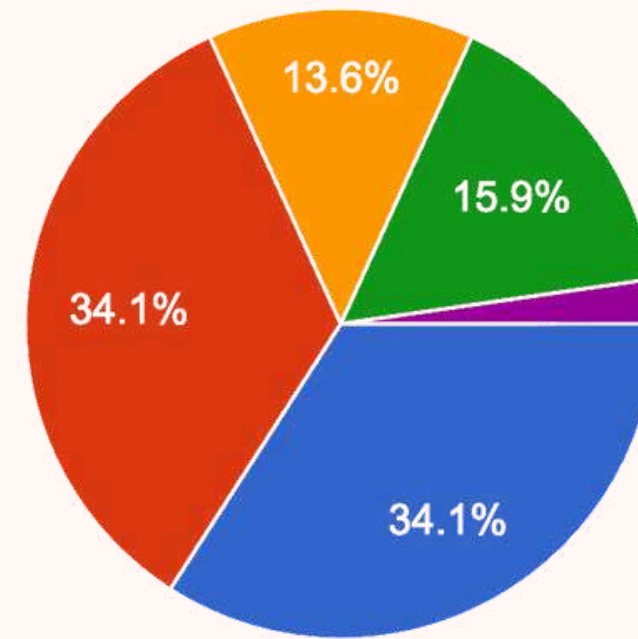
44 responses



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13. Me siento apreciado/a y valorado/a en mi rol. I feel appreciated and valued in my role.

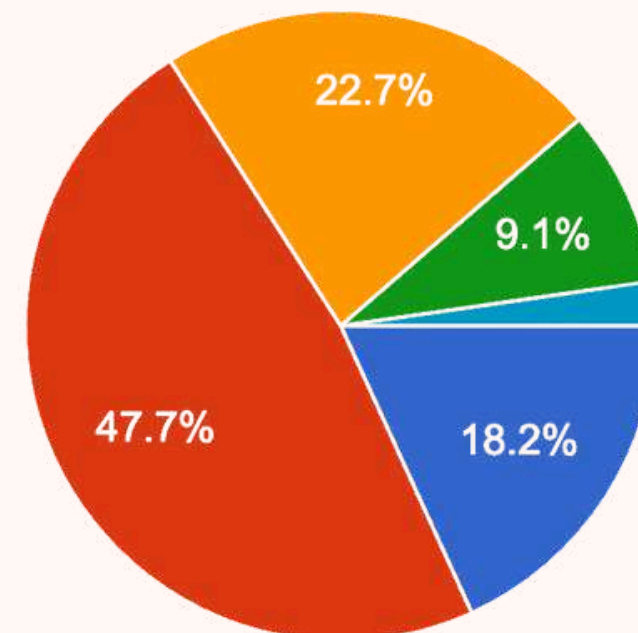
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14. Tengo oportunidades para socializar y crear lazos con mis colegas. I have opportunities to connect socially and build relationships with colleagues.

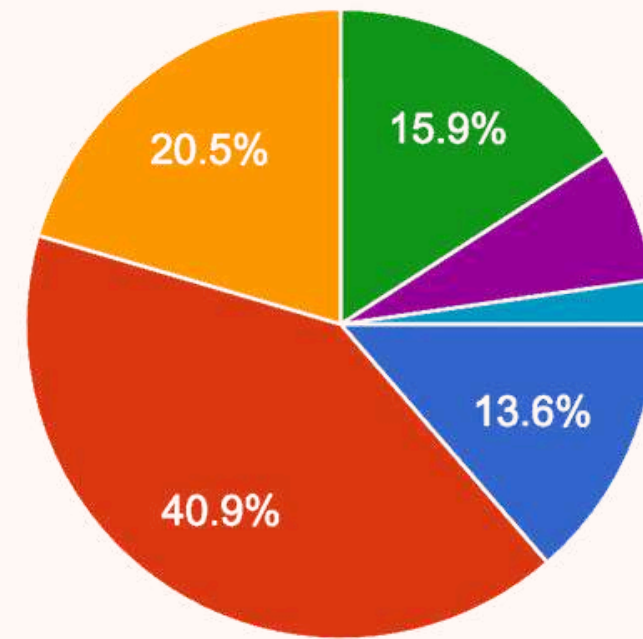
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15. El personal colabora eficazmente entre roles y departamentos. Staff collaborate effectively across roles and departments.

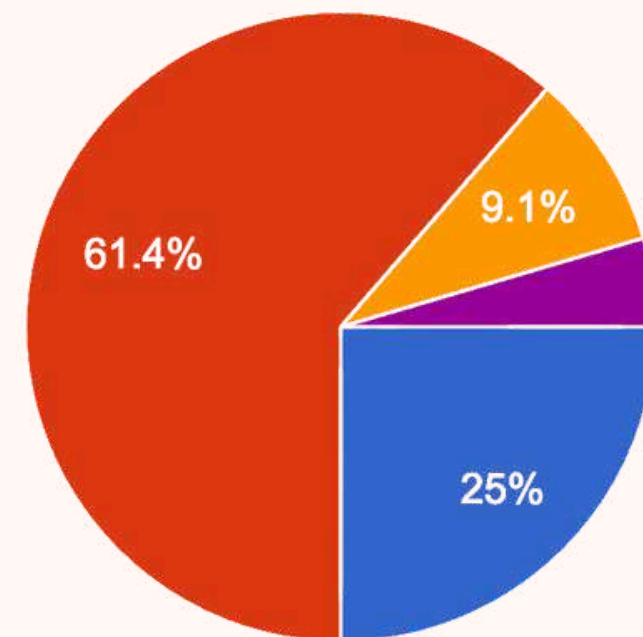
44 responses



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16. El colegio promueve la inclusión y la sensibilidad cultural entre el personal. The school promotes inclusivity and cultural awareness among staff.

44 responses

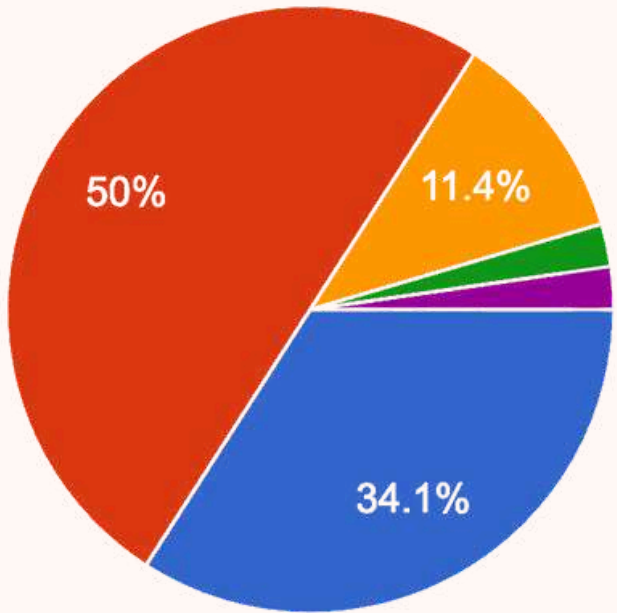


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SECCIÓN 3: ENTORNO DE TRABAJO & APOYO - WORK ENVIRONMENT & SUPPORT

17. Tengo las herramientas y recursos necesarios para desempeñar mis funciones de manera eficaz. I have the tools and resources I need to perform my duties effectively.

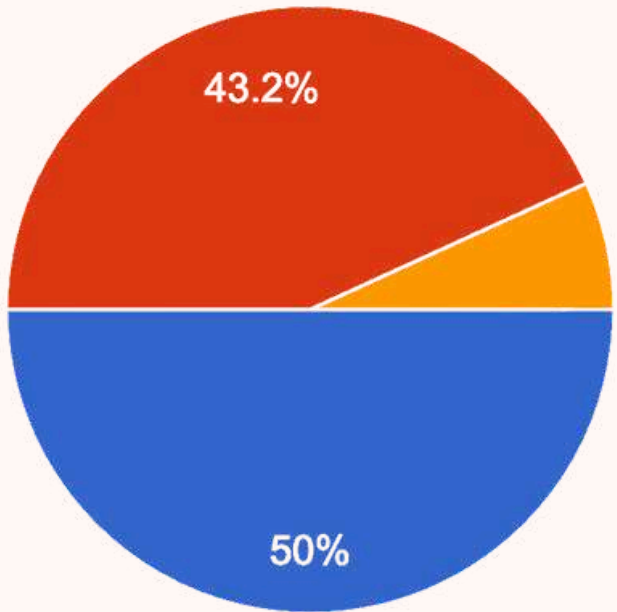
44 responses



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18. Mi espacio de trabajo es seguro, limpio y adecuado para mis tareas diarias. My workspace is safe, clean, and suitable for my daily tasks.

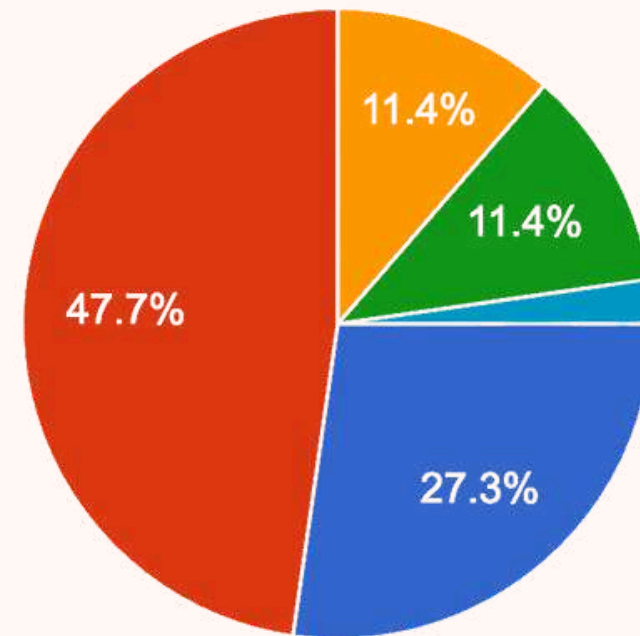
44 responses



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19. Me siento cómodo/a físicamente y apoyado/a en mi entorno laboral. I feel physically comfortable and supported in my work environment.

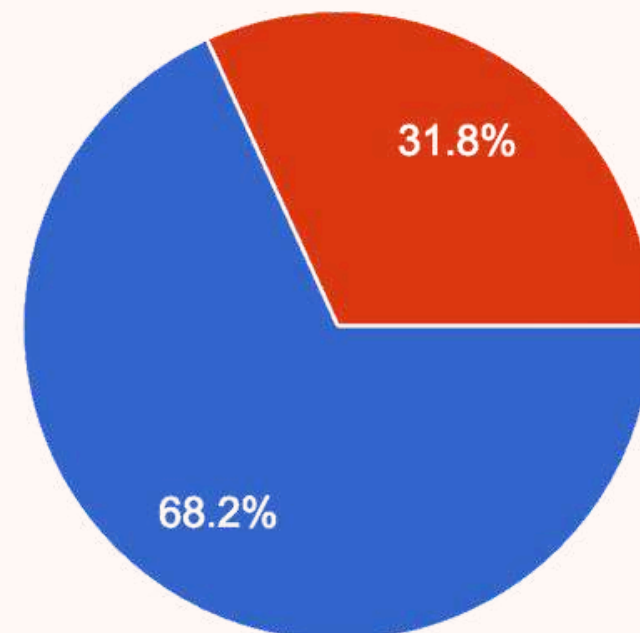
44 responses



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20. Sé a quién acudir si tengo un problema de instalaciones o técnico. I know who to approach if I have a facilities or technical concern.

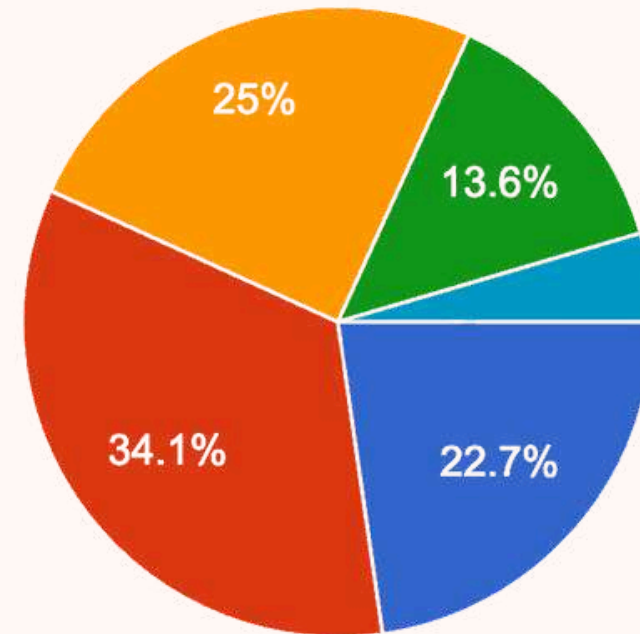
44 responses



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21. Existen procedimientos claros para apoyar al personal en su trabajo diario. There are clear procedures in place to support staff in their daily work.

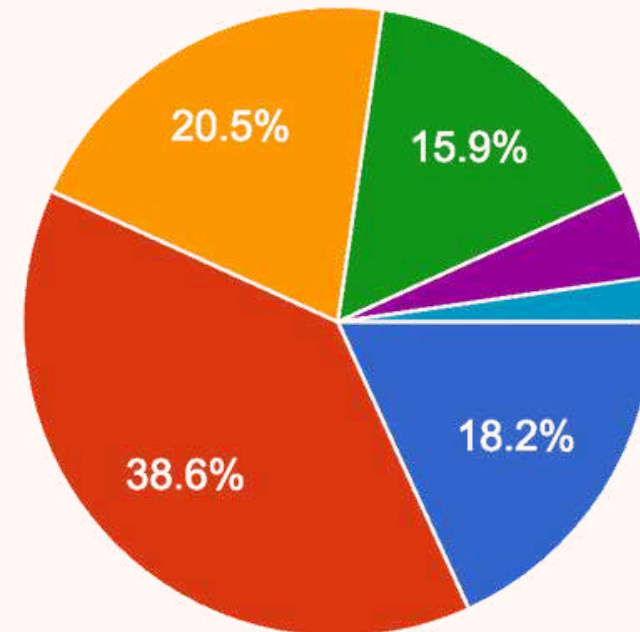
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22. Recibo información y actualizaciones relevantes para mi rol de manera oportuna. I receive timely updates and information relevant to my role.

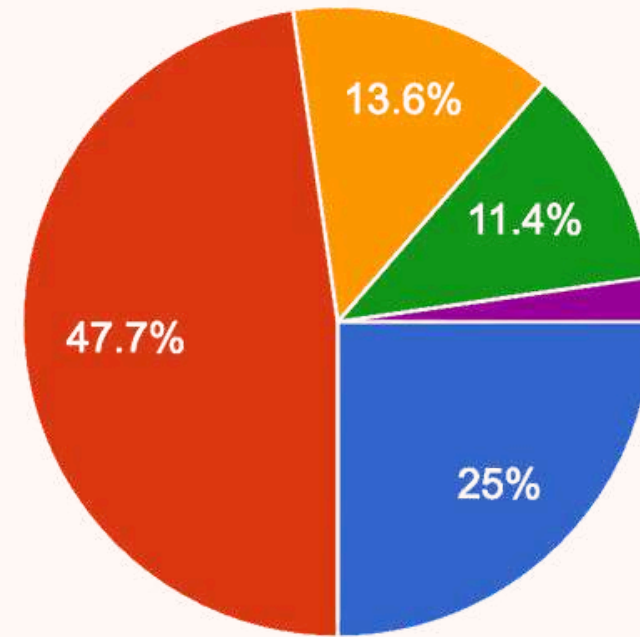
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23. Cuando necesito ayuda, puedo contar con mis colegas o con el equipo directivo para recibir apoyo. When I need help, I can count on colleagues or leadership for support.

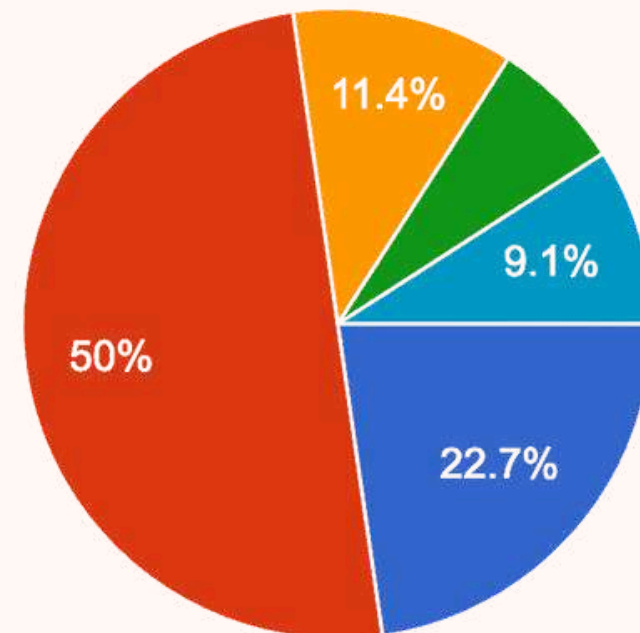
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24. La escuela invierte en mantener un lugar de trabajo eficiente y que apoye. The school invests in maintaining a supportive and efficient workplace.

44 responses

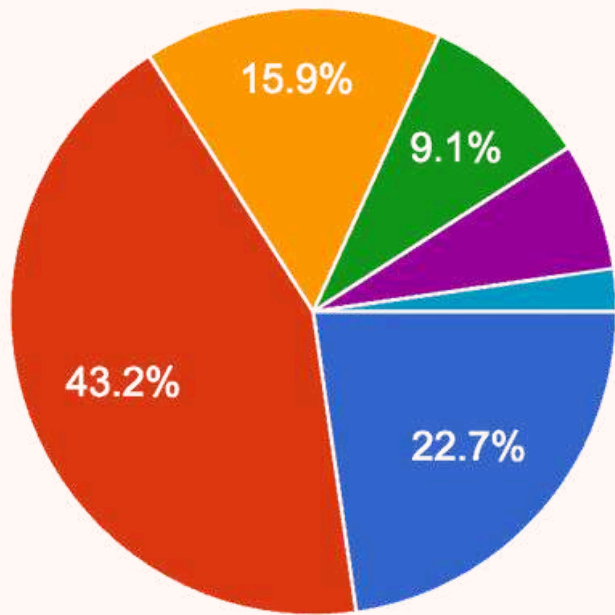


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SECCIÓN 4: CRECIMIENTO & DESARROLLO PROFESIONAL - PROFESSIONAL GROWTH & DEVELOPMENT

25. Tengo acceso a oportunidades de formación o desarrollo relevantes para mi rol. I have access to training or development opportunities relevant to my role.

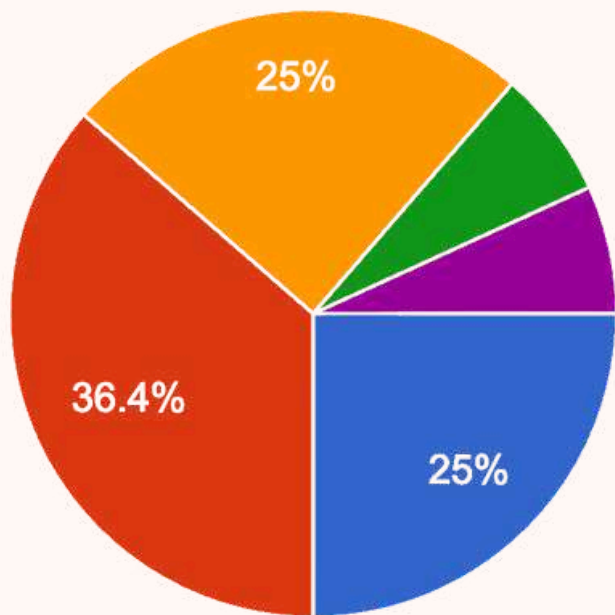
44 responses



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26. Mi crecimiento profesional es apoyado por el equipo directivo de la escuela. My professional growth is supported by school leadership.

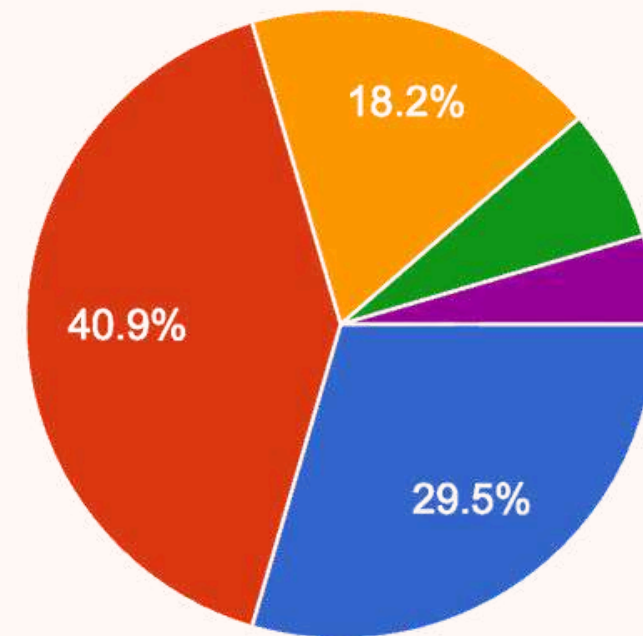
44 responses



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27. Recibo retroalimentación constructiva que me ayuda a mejorar. I receive constructive feedback that helps me improve.

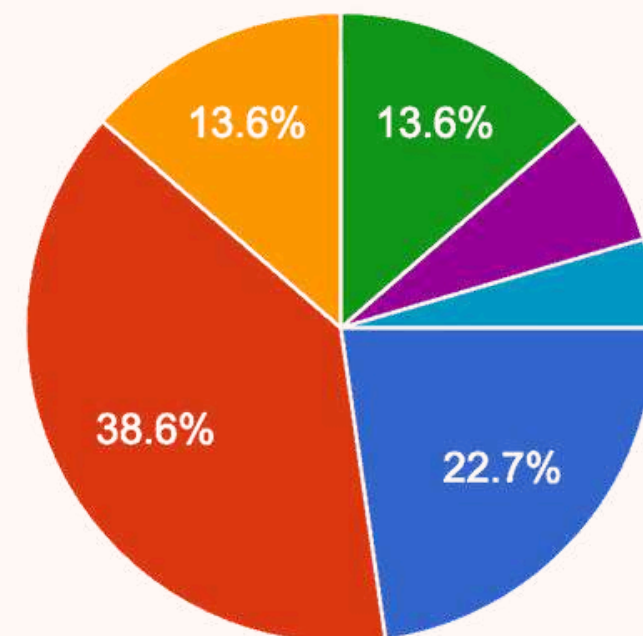
44 responses



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28. Se me anima a tomar iniciativa o liderar proyectos cuando corresponde. I am encouraged to take initiative or lead projects where applicable.

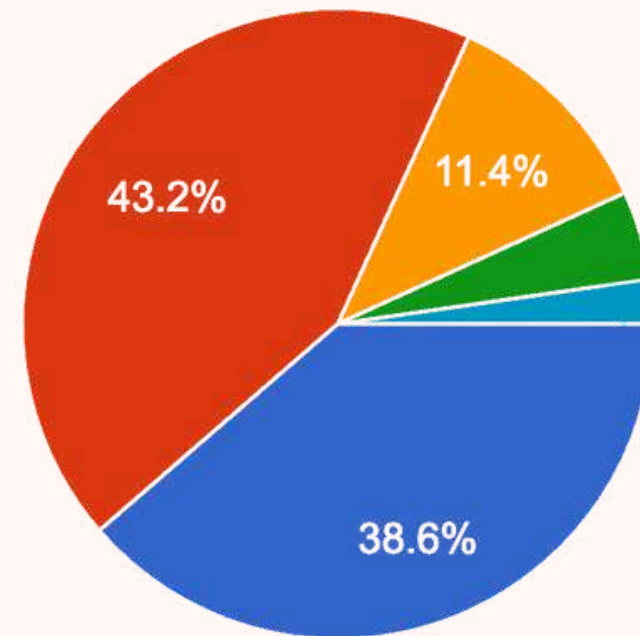
44 responses



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29. Puedo colaborar o aprender de otros/as en mi departamento o equipo. I am able to collaborate or learn from others in my department or team.

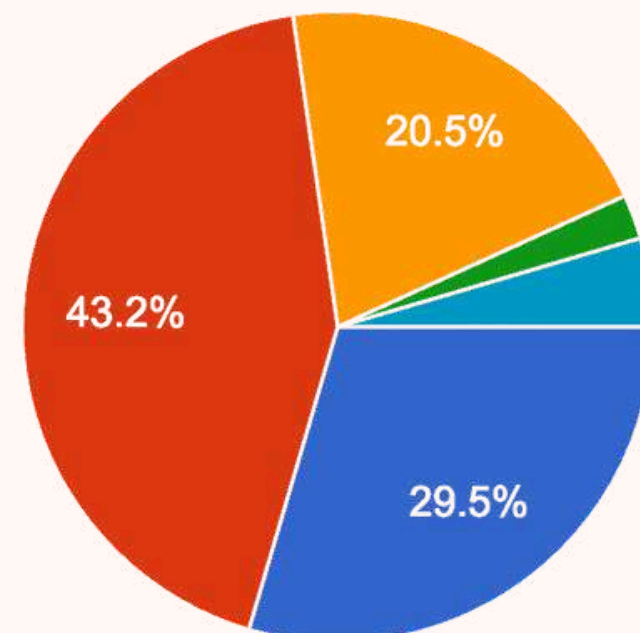
44 responses



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30. Me siento seguro/a al usar nuevas plataformas, sistemas o tecnologías necesarias para mi trabajo. I feel confident in using new platforms, systems, or technologies required for my work.

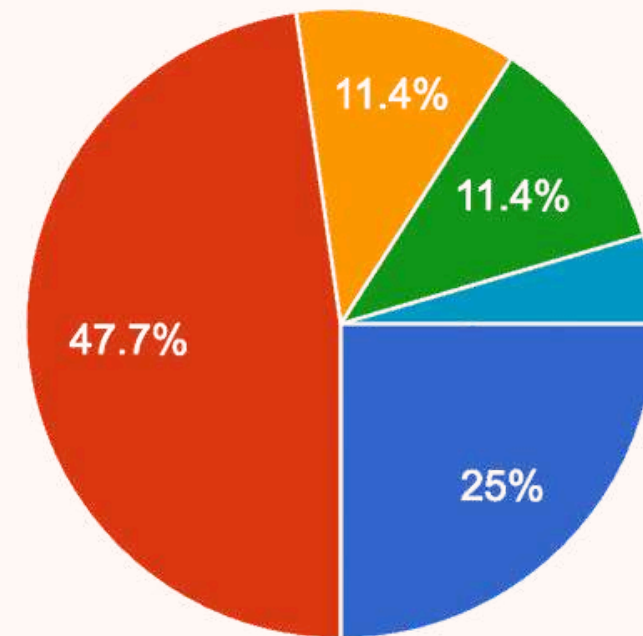
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31. Estoy al tanto de los objetivos y expectativas para mi desarrollo profesional. I am aware of the goals and expectations for my professional development.

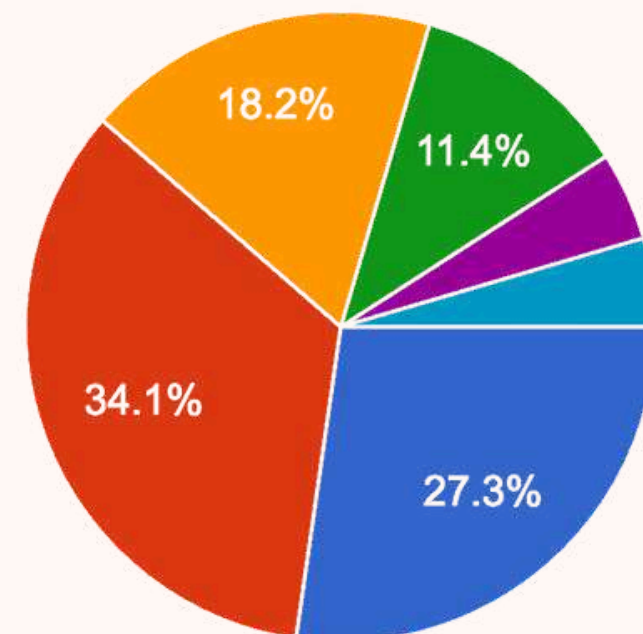
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32. Veo una trayectoria para el crecimiento o avance profesional en SSAD. I see a path for career progression or growth at SSAD.

44 responses

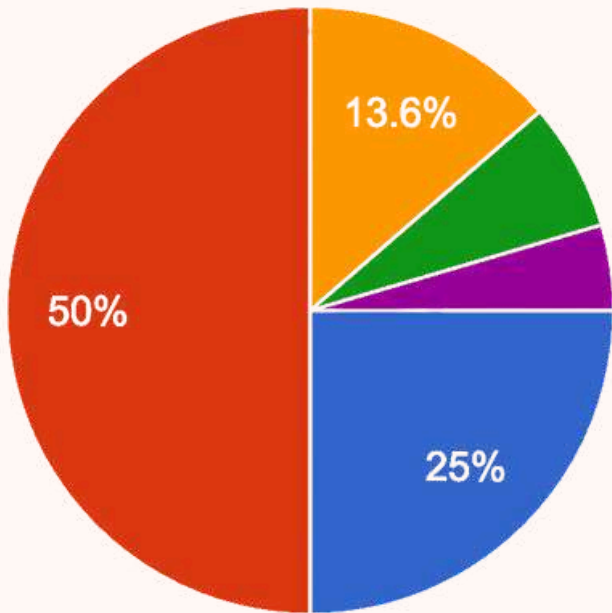


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SECCIÓN 5: LIDERAZGO & CLIMA ORGANIZACIONAL- LEADERSHIP & ORGANIZATIONAL CLIMATE

33. El equipo directivo se comunica de manera clara y constante con el personal. School leadership communicates clearly and regularly with staff.

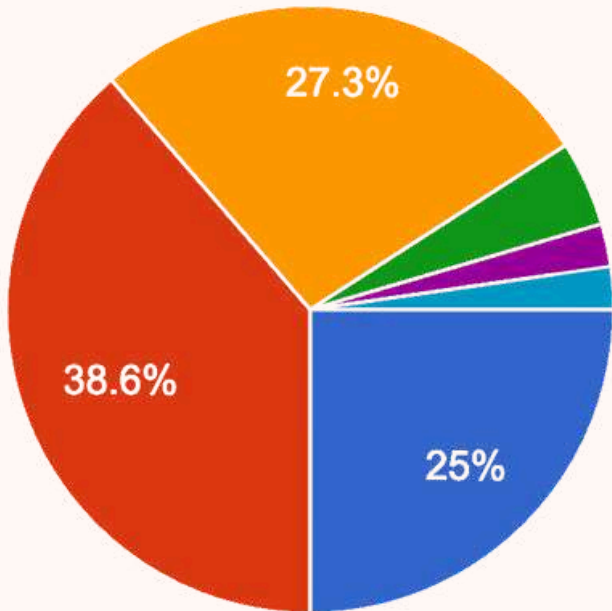
44 responses



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34. Confío en que el equipo directivo toma decisiones pensando en el bienestar de la comunidad escolar. I trust the leadership team to make decisions in the best interest of the school community.

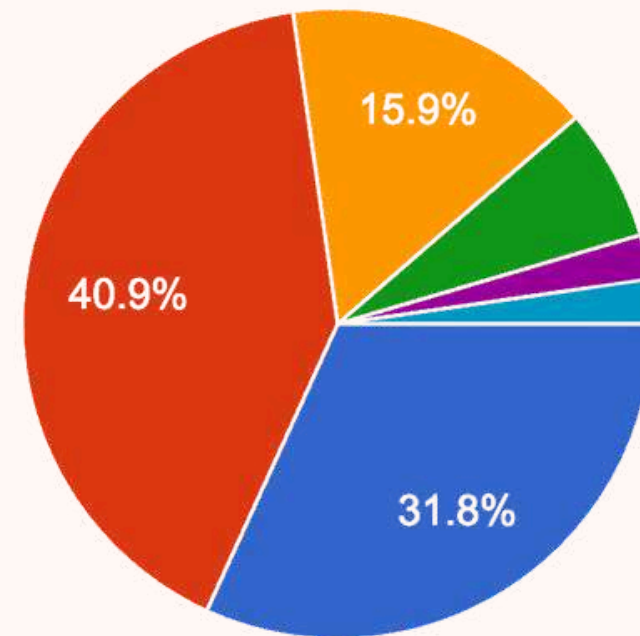
44 responses



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35. El equipo directivo es accesible y abierto al diálogo. Leadership is approachable and open to dialogue.

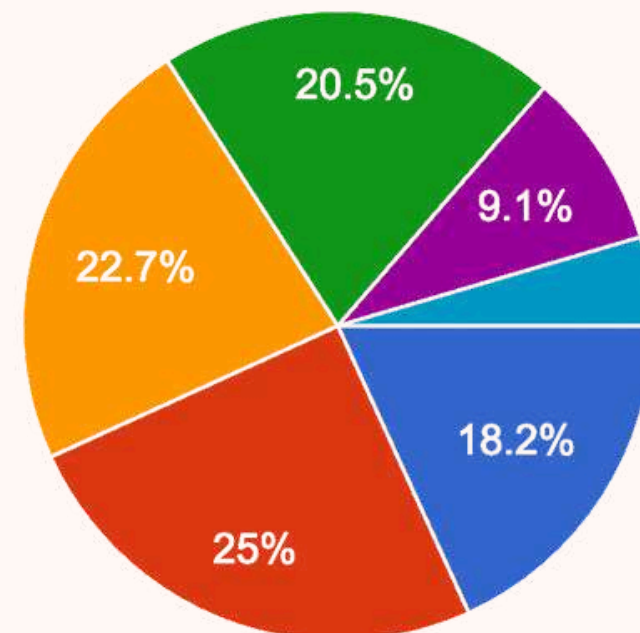
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36. El personal es involucrado o consultado en decisiones que afectan su trabajo. Staff are involved or consulted in decisions that affect their work.

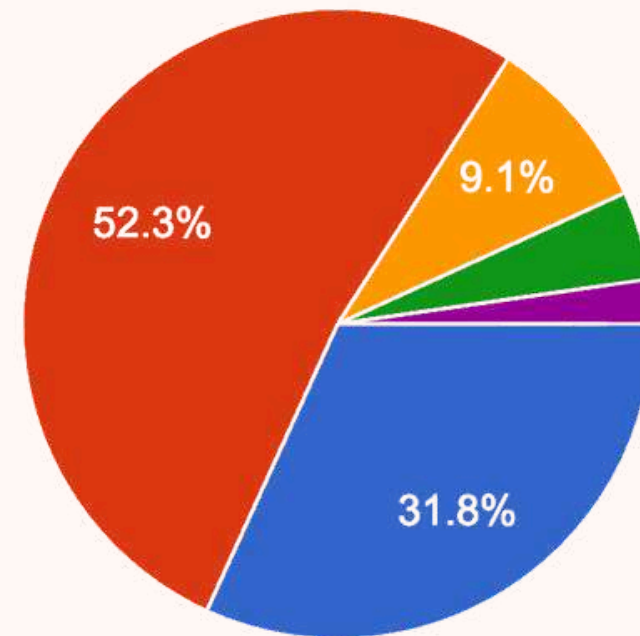
44 responses



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37. Siento que la visión y los objetivos de la escuela están claramente comunicados. I feel that the school's vision and goals are clearly communicated.

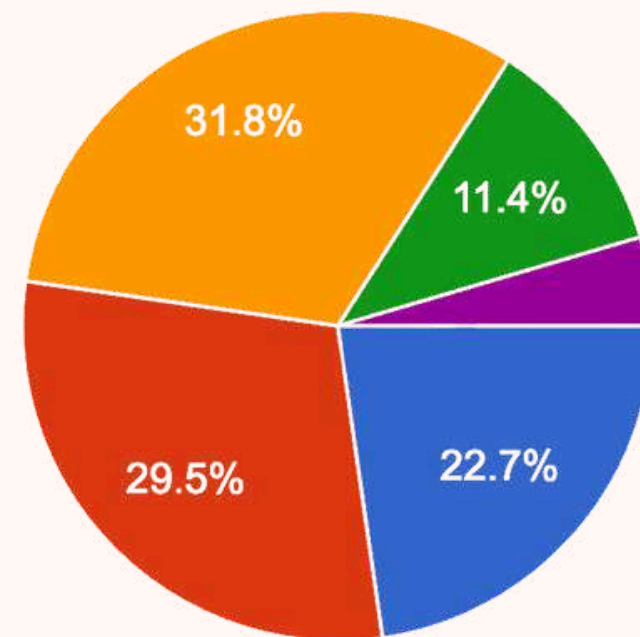
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38. Las políticas y procedimientos escolares son claros y se aplican de manera coherente. School policies and procedures are clear and consistently applied.

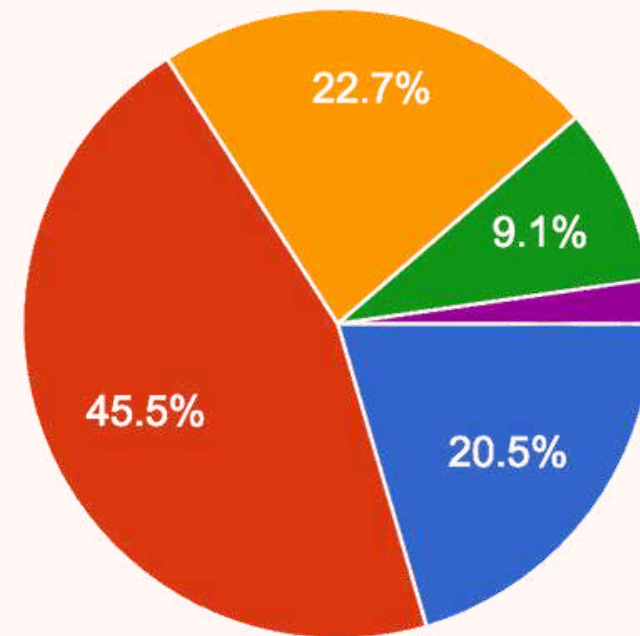
44 responses



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- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

39. Me sentiría cómodo/a planteando una preocupación con mi responsable directo o un miembro del equipo directivo. I would feel comfortable raising a concern with my line manager or a member of leadership.

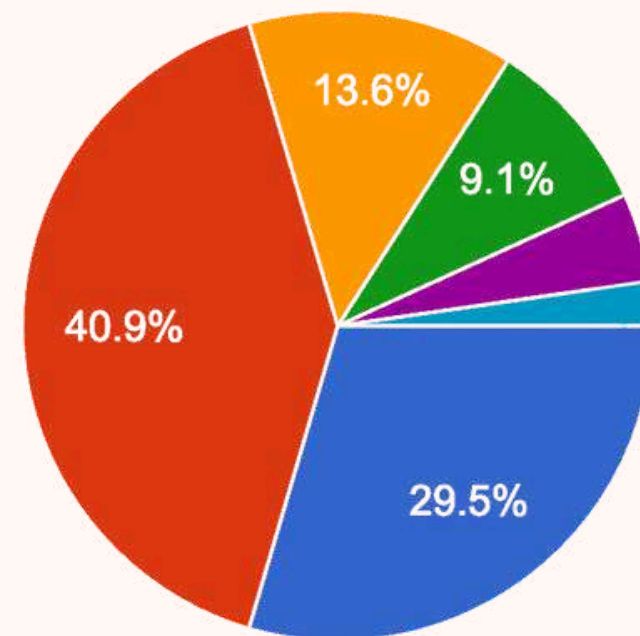
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

40. Recomendaría SSAD como un buen lugar para trabajar a un colega o amigo/a. I would recommend SSAD as a positive workplace to a colleague or friend.

44 responses

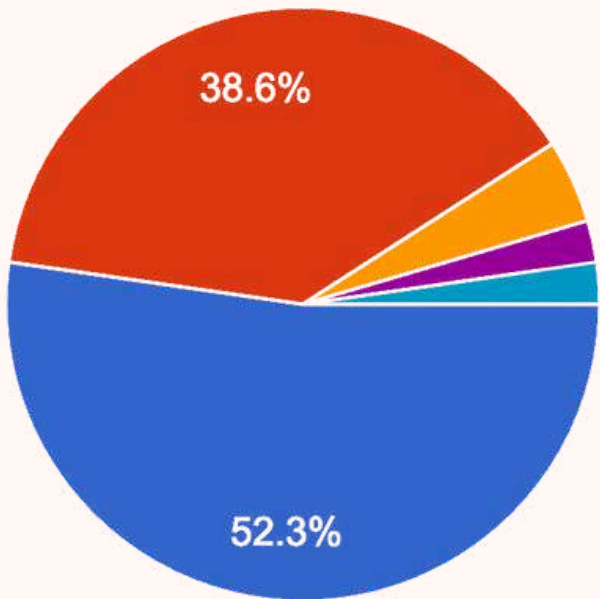


- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

SECCIÓN 6: EXPERIENCIA LABORAL & COMUNICACIÓN- EMPLOYMENT EXPERIENCE & COMMUNICATION

Documentación Laboral & Nómina | Employment Documentation & Payroll 41. Tengo acceso oportuno a mi contrato de trabajo. I have timely access to my employment contract.

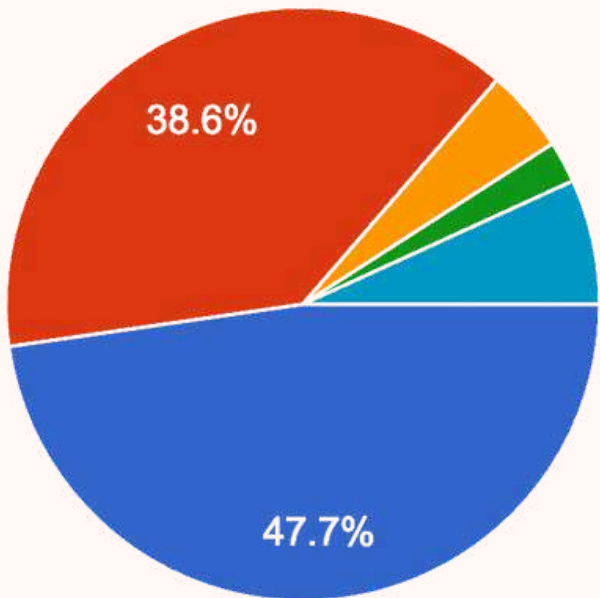
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

42. Tengo acceso oportuno a mi permiso de trabajo o información de visa. I have timely access to my work permit or visa information.

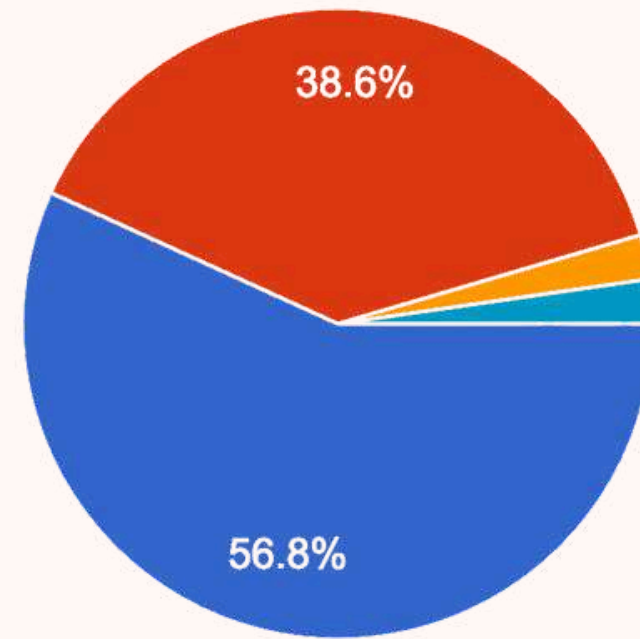
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

43. Recibo mis recibos de nómina a tiempo. I receive my salary payslips on time.

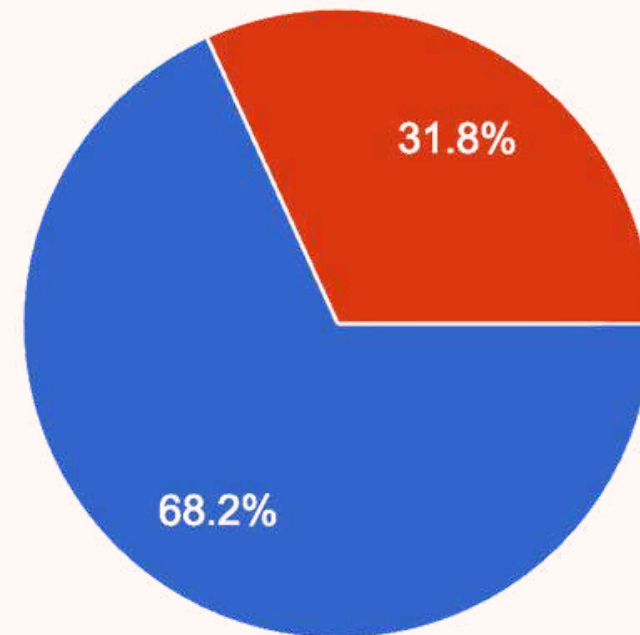
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

44. Recibo el pago de mi nómina a tiempo. I receive my salary payments on time.

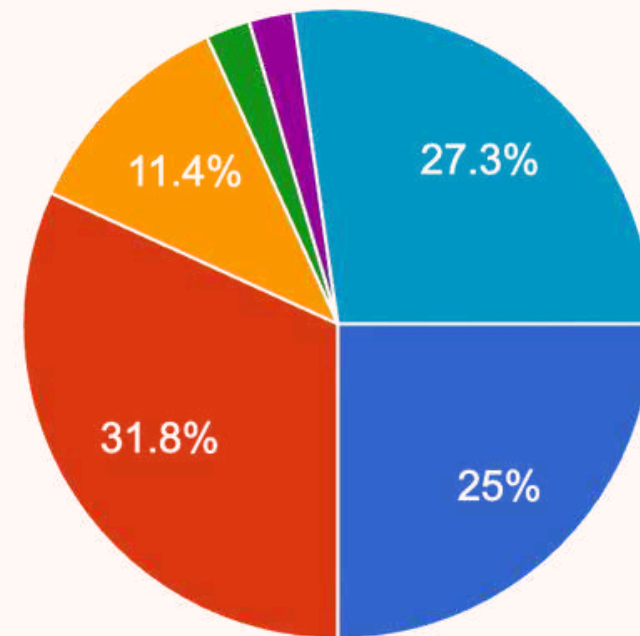
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

Seguro y Protección del Empleado | Insurance & Employee Protection: 45. Estoy al tanto de los beneficios de seguro médico que ofrece el colegio. ...edical insurance benefits provided by the school?

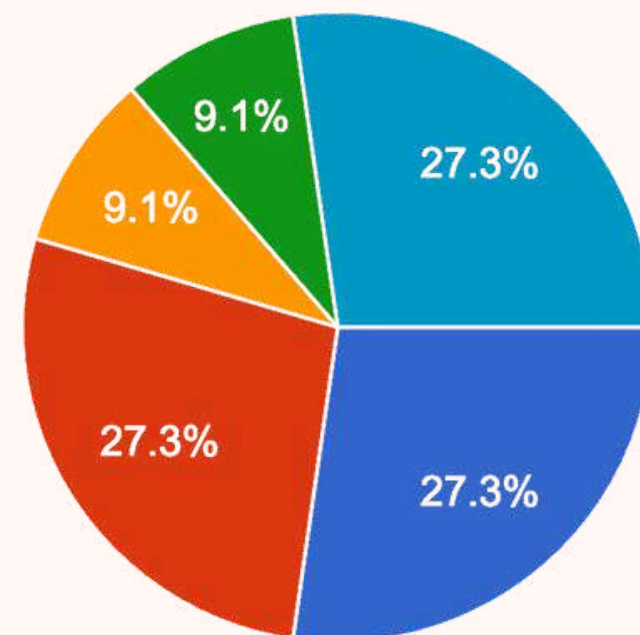
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

46. Estoy satisfecho/a con la cobertura del seguro médico que se ofrece. I am satisfied with the medical insurance coverage offered?

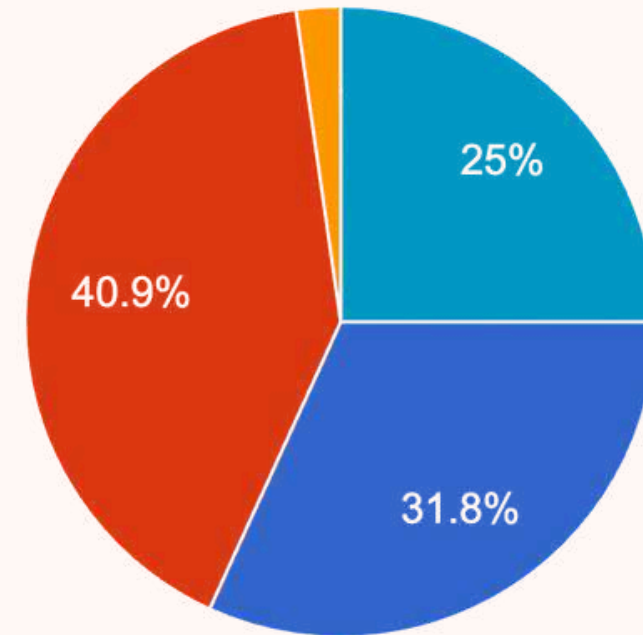
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

47. Sé cómo acceder o utilizar mi seguro médico cuando lo necesito. I know how to access or use my medical insurance when needed.

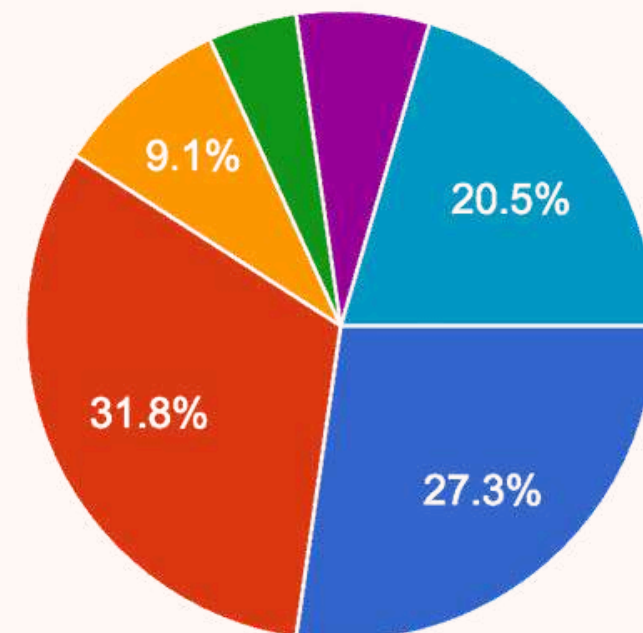
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

48. Sé que el colegio ofrece cobertura de seguro de vida para todos los empleados en caso de accidente o fallecimiento. I am aware that the sch...age for all employees in case of accident or death.

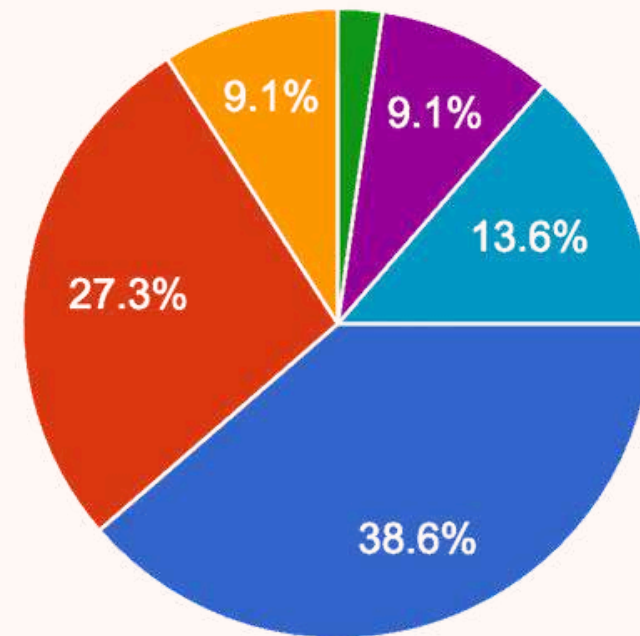
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

49. Tengo conocimiento de que el colegio cubre el seguro de trabajo como parte de mis beneficios laborales. I am aware that the school covers work...ated insurance as part of my employment benefits?

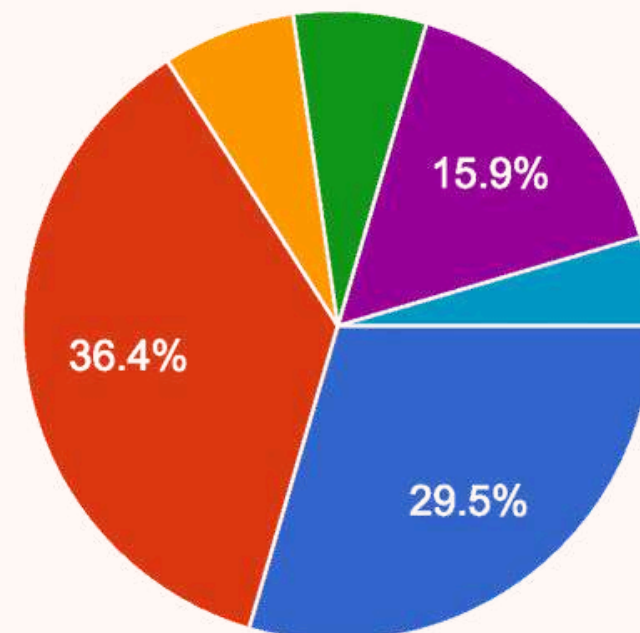
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

50. Tengo conocimiento de que el colegio paga el seguro de Pérdida Involuntaria de Empleo (ILOE), el cual me da derecho a recibir hasta el 60% de mi s...ths in case of termination (as per the UAE policy)?

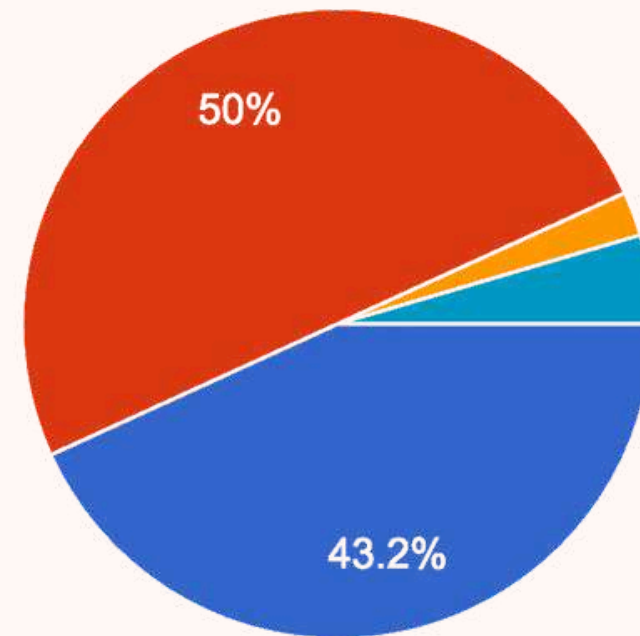
44 responses



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- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

51. He accedido a los documentos esenciales del colegio que se compartieron al comienzo del ciclo escolar. I have accessed the essential school...ents shared at the beginning of the academic year?

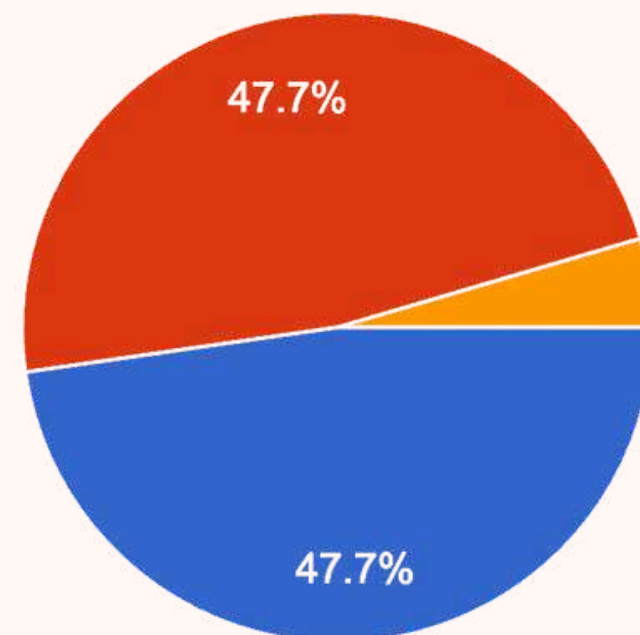
44 responses



- Totalmente de acuerdo | Strongly agree
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- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

52. He leído y revisado políticas clave como el Manual de Recursos Humanos y el Código de Conducta. I have read and reviewed key policies such as the HR Handbook and Code of Conduct?

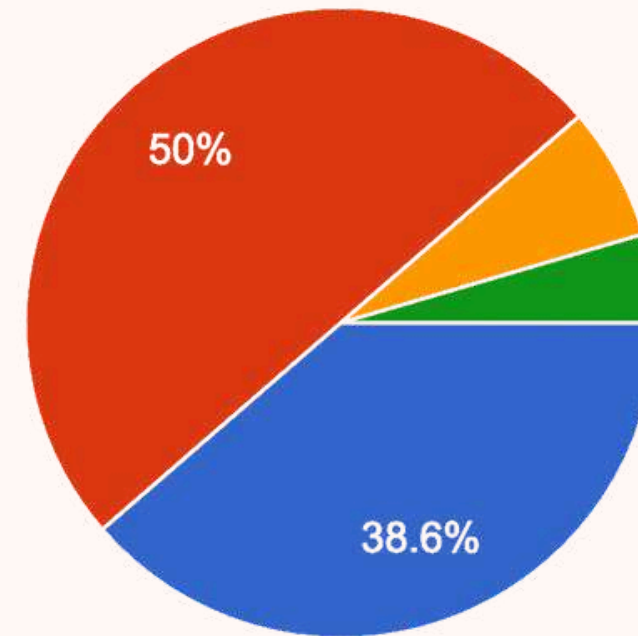
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

53. Me siento bien informado/a sobre las actividades y eventos del colegio que involucran a los empleados. I feel well-informed about school activities and events involving employees?

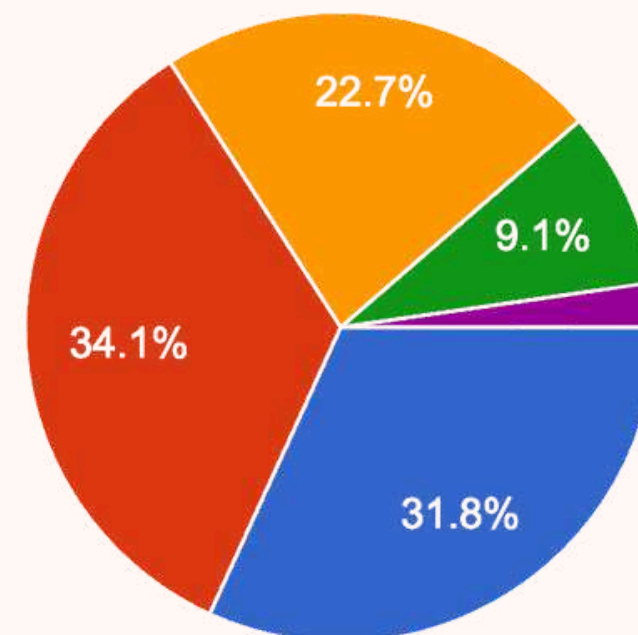
44 responses



- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

54. La comunicación del colegio es clara y oportuna. The communication from the school is clear and timely.

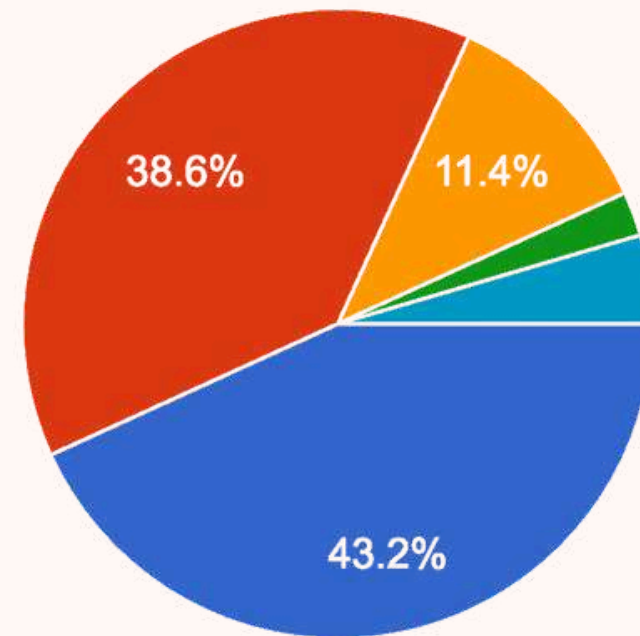
44 responses



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- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

Incorporación a SSAD | SSAD Onboarding 55. Me sentí bienvenido/a y apoyado/a durante mi proceso de incorporación? I felt welcomed and supported during my onboarding process?

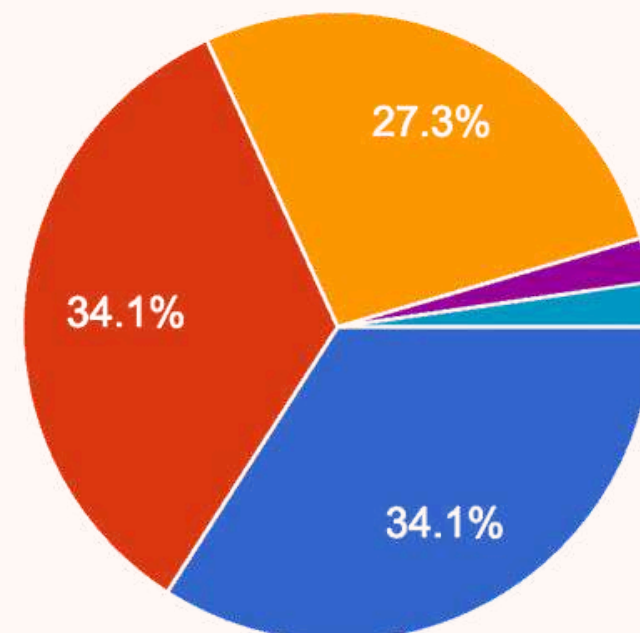
44 responses



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- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

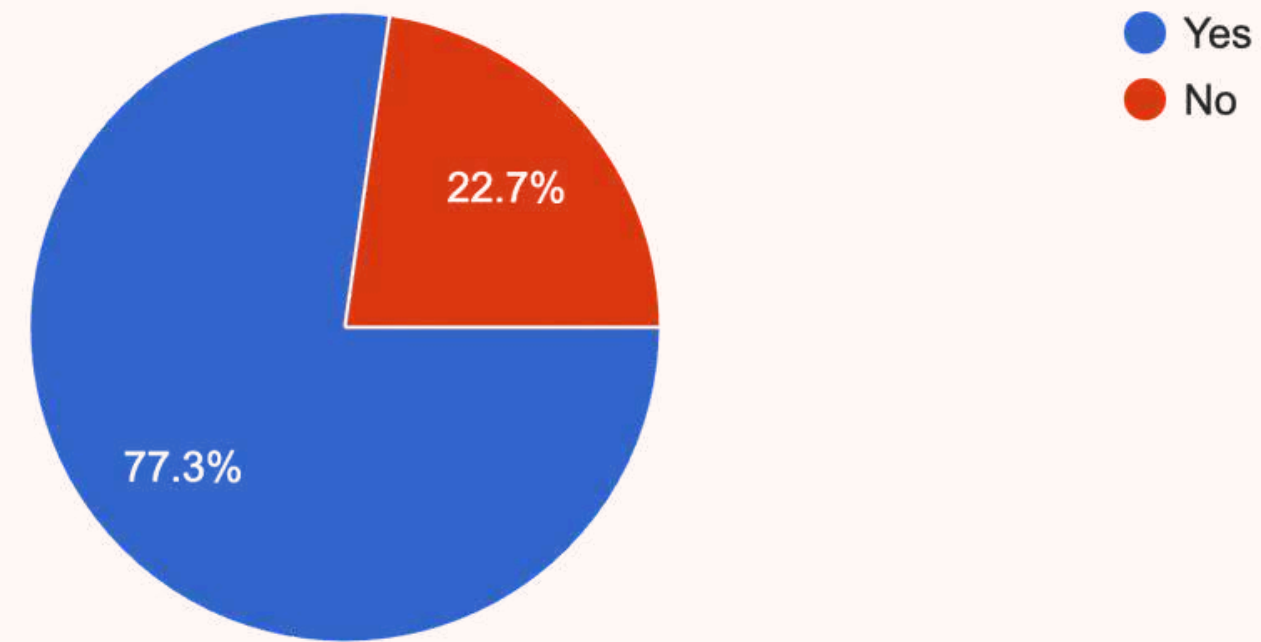
56. La Semana de Inducción me fue útil para entender mi rol y el entorno del colegio. The Induction Week was helpful in understanding your role and the school environment.

44 responses

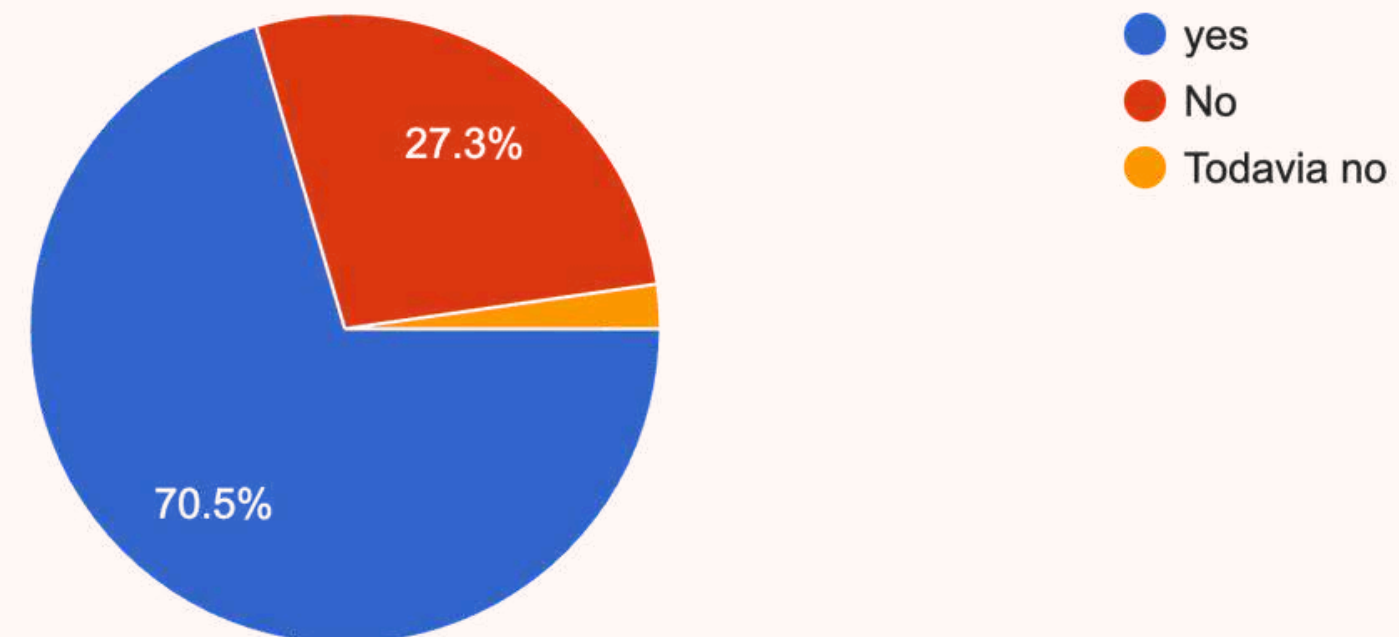


- Totalmente de acuerdo | Strongly agree
- De acuerdo | Agree
- Ni de acuerdo ni en desacuerdo | Neither agree nor disagree
- En desacuerdo | Disagree
- Totalmente en desacuerdo | Strongly disagree
- No sé/ No aplica | Not know/Not applicable

Actividades para fomentar el Compromiso & Bienestar del Empleado | Employee Engagement & Wellbeing Activities 57. Participé en el "Café con la...ctora". I participated in "Coffee with the Principal".
44 responses

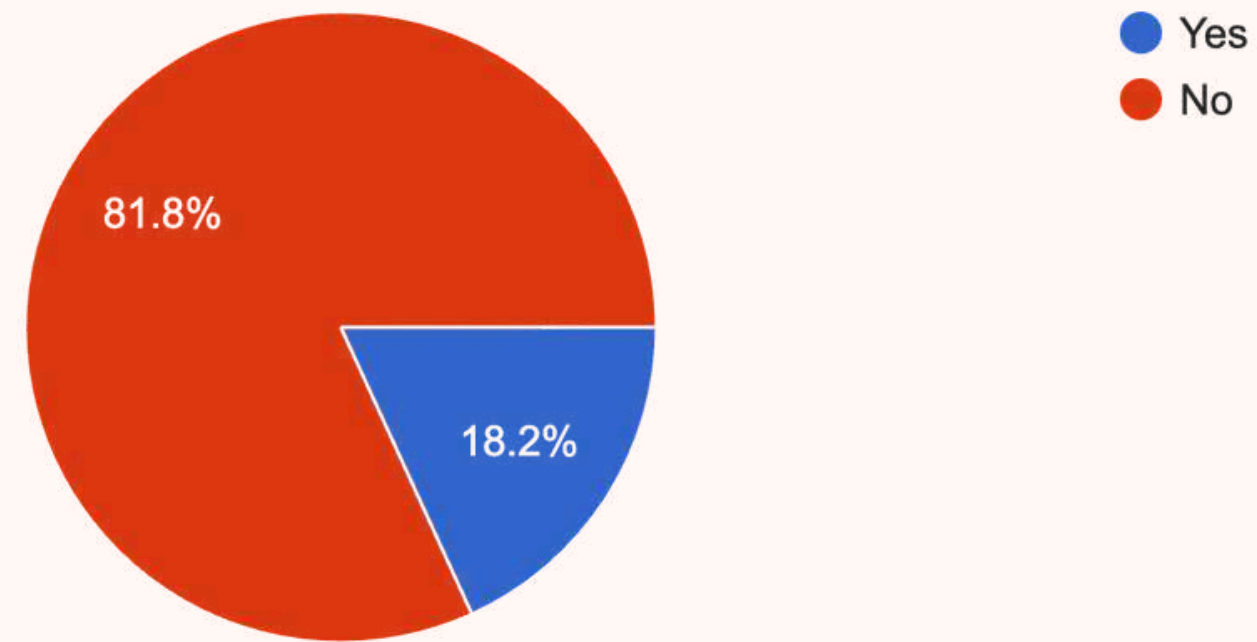


58. Participé en el "Arte & Café" en Art House Café. I participated in "Art & Coffee" at Art House Café.
44 responses



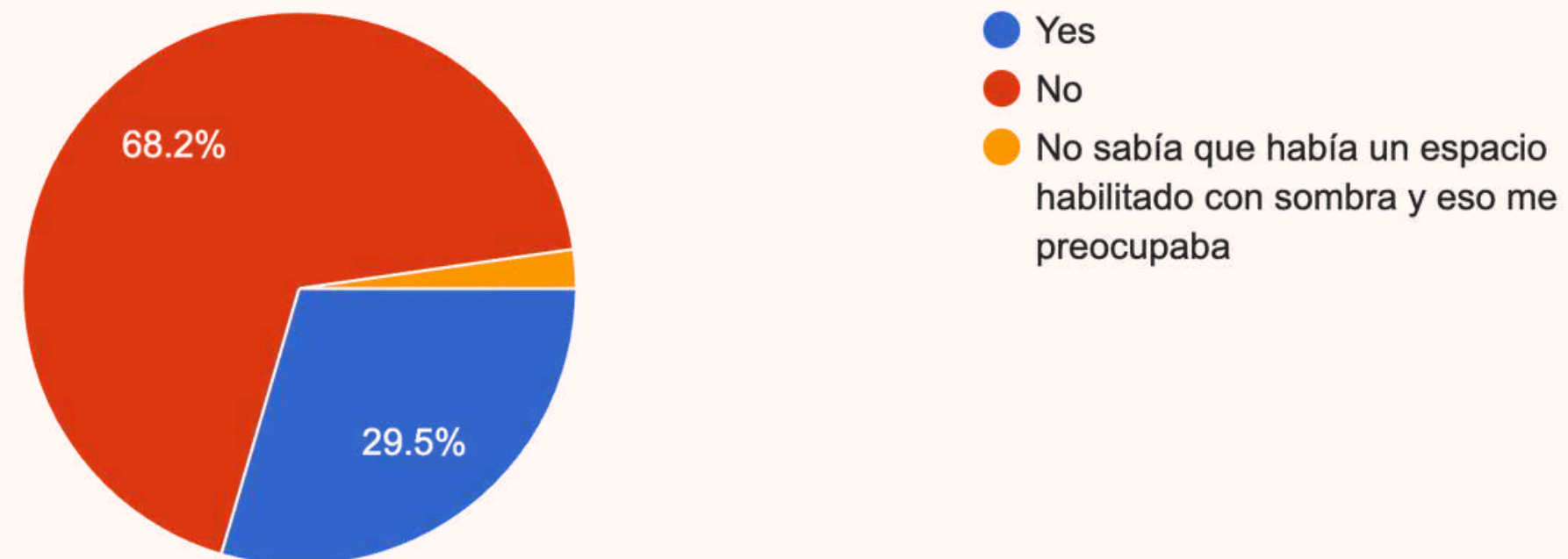
59. Participé en la clase de Zumba organizada por el colegio. I participated in Zumba class organized by the school.

44 responses



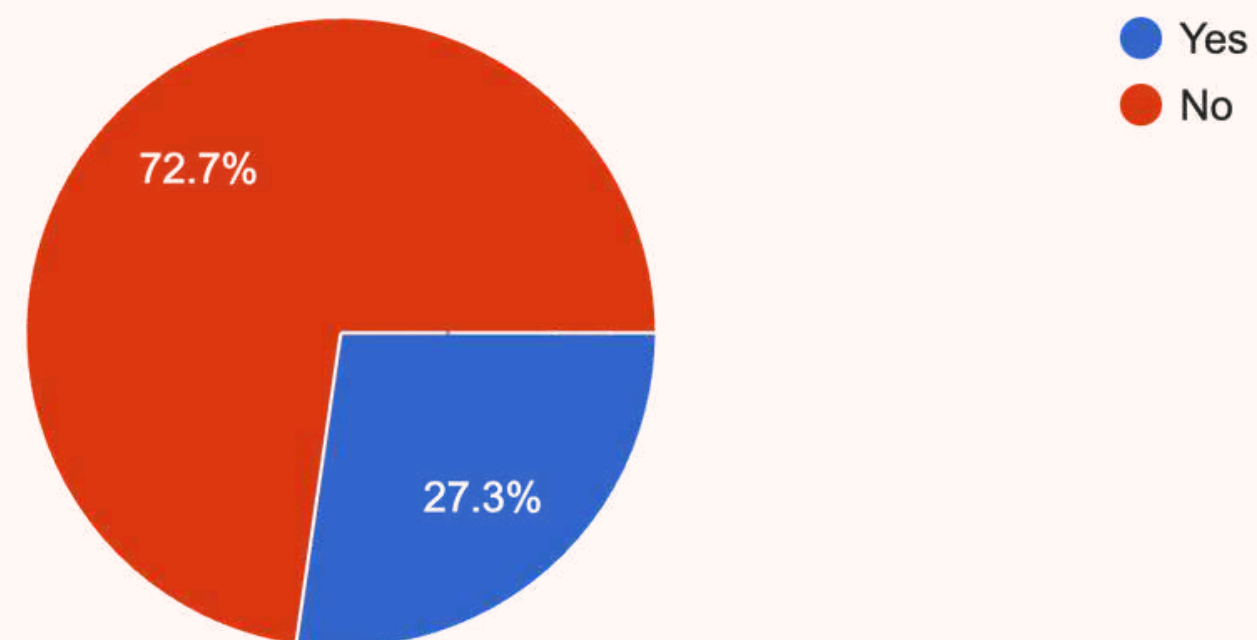
60. Participé en el evento Día de Playa & BBQ organizada por el colegio. I attended the Beach Day & BBQ event.

44 responses



61. Formé parte de la celebración del Día del Amor y la Amistad (Día de San Valentín). I took part in Friends and Love Day Celebration (Valentine's Day)

44 responses



TU EXPERIENCIA CON LOS SERVICIOS DEL COLEGIO / YOUR EXPERIENCE WITH THE SCHOOL SERVICES

62. ¿Cómo calificarías a nuestra enfermera y la asistencia médica que se brinda en el colegio?

How would you rate our Nurse and the medical assistance at our school?

44 responses



63. ¿Cómo calificarías el servicio de comedor del colegio?

How would you rate the school's food catering service?

 [Copy chart](#)

44 responses



64. ¿Cómo calificarías al personal de seguridad del colegio?

How would you rate the school's security guards?

 [Copy chart](#)

44 responses



65. ¿Cómo calificarías el servicio de limpieza del colegio (limpieza general de aulas, áreas comunes y baños)?

 [Copy chart](#)

How would you rate the school's cleaning services (overall cleanliness of classrooms, common areas, and restrooms)

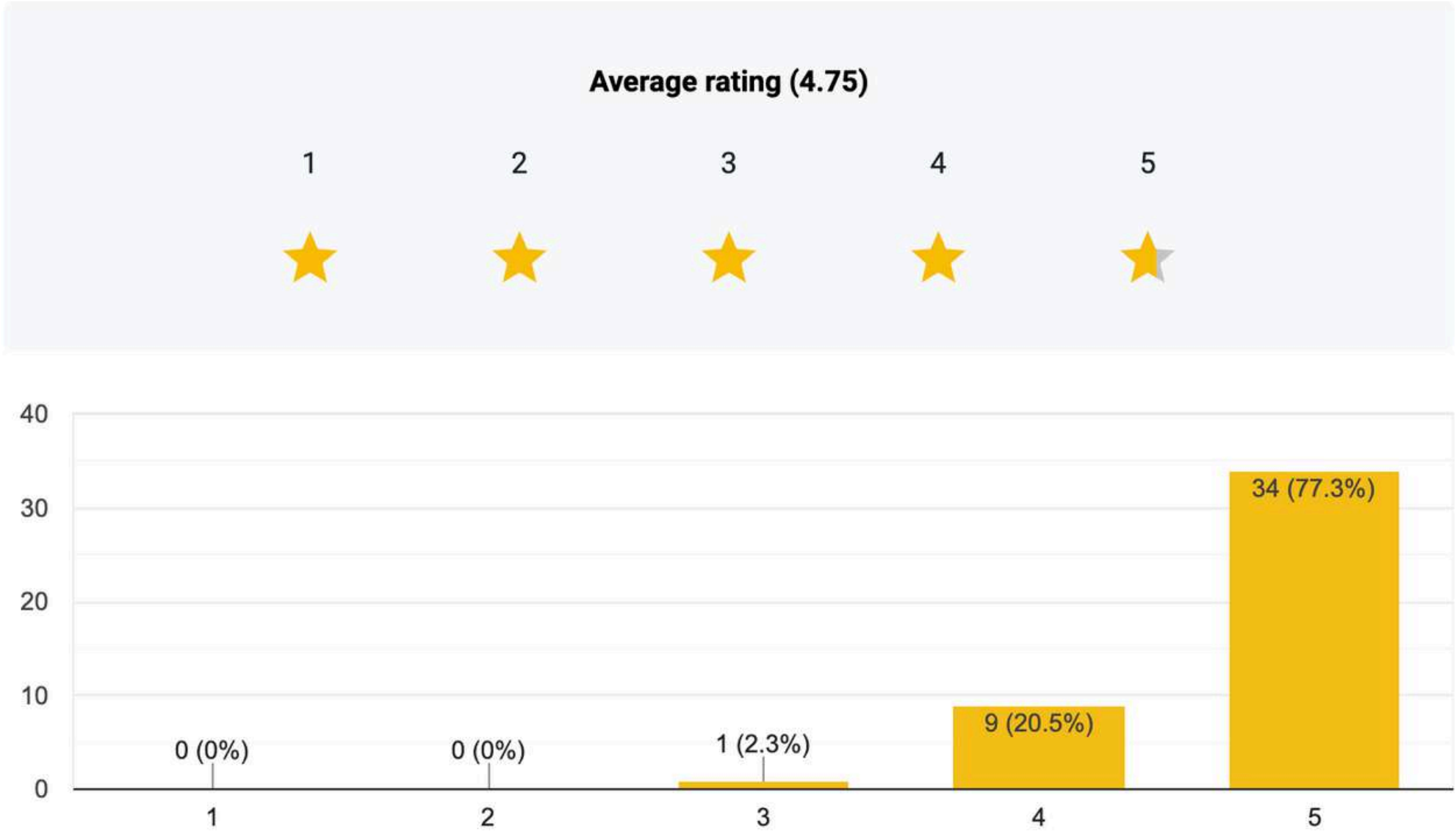
44 responses



66. ¿Cómo calificarías el servicio de mantenimiento y operaciones?
How would you rate the school's facilities and operations?

 [Copy chart](#)

44 responses





¡Gracias por tu valiosa colaboración para mejorar nuestro colegio y contribuir a un entorno más positivo para toda la comunidad educativa!

Thank you for your valuable contribution to improving our school and helping create a more positive environment for the entire educational community!

ANNUAL REPORT

Part 6

*BEHAVIOR,
ATTENDANCE AND PUNCTUALITY
END OF THE YEAR REPORT*



ACADEMIC YEAR: 2024-2025

BEHAVIOR, ATTENDANCE AND PUNCTUALITY ANNUAL REPORTS IMPROVEMENT GOALS BY AREA

1. INTRODUCTION

The academic year 2024-2025 has marked a significant transition for the Spanish School of Abu Dhabi, moving from a small to a medium-sized institution with a notable increase in student population. This growth has brought about a shift not only in numbers but also in the profile of our students, with more reaching adolescence and the challenges this stage entails.

One of the main challenges faced this year was a marked increase in disruptive behavior across the school. **Despite also expanding the staff team, maintaining consistent behavioral standards proved difficult.** As a result, a comprehensive, school-wide behavior management plan was implemented early in the year. This initiative was led by the Vice Principal, with close collaboration from the leadership, coordination, and inclusion teams.

New procedures and routines were established to ensure consistency, especially in common areas. A visual behavior chart was introduced in all classrooms, using clear, progressive steps and pictorial cues to support students in understanding expectations. Additionally, a reward system using tickets redeemable for prizes was implemented to promote positive behaviors.

However, this strategy also revealed discrepancies among staff, with varying views on the appropriateness of material incentives. While the system yielded positive results in reducing disruptive behaviors, inconsistencies in active supervision and engagement from some staff members highlighted areas still in need of attention.

To formalize these efforts, a Behavior Committee was established, and a standardized Behavior Incident Form was introduced to track and manage recurrent issues systematically. Despite these advances, behavior management remains an area requiring continued focus and refinement.

In terms of attendance and punctuality, recurring patterns of lateness and absenteeism persisted among a small but significant group of students. While initiatives linked to the House System proved effective motivators for improving punctuality, challenges remained. Specifically, the perception among students and some families that homeroom and morning assembly served merely as a flexible arrival window rather than a mandatory part of the school day undermined these efforts.

These challenges inform the improvement goals for the next academic year, as we seek to further strengthen our approaches in behavior management, attendance, and punctuality through more consistent practices and clearer expectations across the school community.

2. IMPROVEMENT GOALS – BEHAVIOR

During the academic year 2024-2025, significant steps were taken to address behavior management through the establishment of a dedicated Behavior Committee, the implementation of a reporting system, and the introduction of targeted Tier 2 interventions. However, **the data collected throughout the year highlights the need for further consolidation of these efforts to ensure consistency, accountability, and improved outcomes across the school.**

One of the key priorities for the upcoming academic year is to reinforce consistency in behavior reporting among all staff. Although procedures are in place, discrepancies persist regarding the classification and reporting of incidents, particularly distinguishing between low-level disruptions and immediate-concern behaviors. **To address this, clear guidelines, examples, and training sessions will be provided at the start of the year, ensuring that expectations and thresholds are fully understood and consistently applied by all staff members. Additionally, roles within the Behavior Committee will be clearly defined,** with a designated lead responsible for reporting to parents and ADEK and ensuring timely follow-up.

Another critical area for improvement is the notification rate for incidents of immediate concern, which remains below expectations. **The goal for next year is to achieve a minimum of 70% reporting of these cases through the established channels.** Weekly data monitoring and feedback will help to ensure this target is met, and individual coaching will be provided where necessary to support staff in fulfilling their responsibilities.

Preventive strategies will continue to be a focal point, with the school-wide “First Time, Right Away” initiative launching in September to promote immediate compliance and reduce classroom disruptions. This will be supported through daily micro-lessons, recognition systems such as house points and tickets, and reinforcement of clear expectations. Targeted supervision strategies will also be implemented, particularly during breaks and transitions, to address the identified “hotspot” areas and reduce incidents during these times.

To reduce repeated incidents from the small group of students responsible for the majority of referrals, specific Tier 2 interventions will continue, focusing on social skills, respectful behavior, and compliance. These will include structured small-group sessions and the development of individualized behavior plans and contracts. **The aim is to achieve a 25% reduction in repeated incidents among these students by the end of the year.**

Behavior data will be actively used to inform decision-making, with regular sharing of trends and key indicators with coordination teams and staff. This will ensure a continued focus on the most pressing issues and enable timely interventions. Additionally, behavior reports will incorporate antecedent analysis to better identify patterns and triggers, supporting more proactive planning.

By consolidating these practices and reinforcing the systems introduced this year, the school aims to create a more consistent, transparent, and effective approach to behavior management.

3. IMPROVEMENT GOALS – ATTENDANCE AND PUNCTUALITY

Throughout the 2024-2025 academic year, the school continued to face challenges related to attendance and punctuality, with **recurring patterns of absenteeism and tardiness affecting a small but consistent group of students**. Despite established procedures and proactive initiatives, these areas remain priorities for further improvement.

An escalation process was followed systematically, including initial contacts by homeroom teachers, follow-up meetings led by the social worker, the issuance of formal notice letters, and, where necessary, reporting cases to ADEK in alignment with regulatory requirements. However, despite these structured efforts, the underlying behaviors of certain students and families require more robust and targeted interventions to achieve sustained improvement.

The implementation of incentive programs, such as the House System, proved effective in motivating some students, particularly in improving punctuality. Additionally, collaboration with ADEK was reinforced to ensure compliance and to address cases exceeding the thresholds of unjustified absences. Early intervention mechanisms, including daily follow-up by reception and support plans developed by the social worker, were put in place to mitigate emerging patterns of concern. However, **inconsistencies remain, particularly in how families perceive the importance of punctuality, with morning arrival times often misunderstood as flexible rather than mandatory**.

For the 2025-2026 academic year, the school aims to consolidate these procedures while enhancing its strategies to ensure better outcomes. **Strengthening communication with families will be a key focus**, with more frequent and transparent messaging on the importance of attendance and punctuality delivered through newsletters, workshops, and individual meetings. Early intervention will continue to be prioritized, with a greater emphasis on proactive communication and consistent monitoring from the outset of the year.

The use of digital tools and analytics will be expanded to enable more accurate tracking and prediction of attendance trends, allowing the school to implement timely, targeted interventions. Data will be regularly analyzed to identify patterns, monitor progress, and inform decision-making, with a particular focus on preventing escalation through early support rather than reactive measures.

Moreover, the school will review and refine its **incentive programs to further encourage and recognize exemplary attendance and punctuality**, ensuring these initiatives are engaging and meaningful for students across all stages. Collaboration between the leadership team, social workers, and ADEK will remain a cornerstone of this strategy to ensure compliance, alignment, and access to additional resources when needed.

Through these targeted actions, the school aims to foster a stronger culture of responsibility and commitment among students and families, ultimately reducing absenteeism and tardiness and supporting students' academic success and personal development through consistent school attendance.

4. FINAL OBSERVATIONS AND CONCLUSIONS

4.1. Behavior: Improvement Goals Recap

- Ensure consistency in behavior reporting across all staff members through clear guidelines and training.
- Increase the notification rate of immediate-concern behaviors to at least 70%.
- Strengthen supervision during identified hotspot times and areas (breaks, transitions).
- Launch and embed the school-wide “First Time, Right Away” initiative to promote immediate compliance and reduce disruptions.
- Implement targeted Tier 2 interventions for students with repeated incidents, aiming for a 25% reduction.
- Use data systematically to monitor trends and inform decision-making.
- Clarify roles within the Behavior Committee, especially regarding reporting responsibilities.
- Incorporate antecedent analysis in behavior reports to improve understanding of behavior patterns.

4.2. Attendance & Punctuality: Improvement Goals Recap

- Strengthen communication with families through regular updates, workshops, and clear messaging on expectations.
- Reinforce the importance of punctuality and attendance through school-wide initiatives and incentive programs.
- Maintain and enhance early intervention strategies with proactive monitoring from the start of the academic year.
- Utilize digital tools and analytics to identify attendance trends and support targeted interventions.
- Increase collaboration with ADEK to ensure compliance and access to resources.
- Review and refine the incentive programs to ensure engagement and effectiveness across all stages.

Attached are the reports presented by:

- **Vice Principal: Behavior Report**
- **Social Workers and Student Affairs: Attendance and Punctuality**



Behavior Committee Review and Data Analysis

Overview of Behavior Report Data

Indicator	Low-level disruptions	Immediate-concern behaviors
Total incidents recorded	95	138
% of incidents involving boys	76 %	82 %
Top issue	<i>"Keep Hands, Feet, Unkind Words to Yourself"</i> (41 % of all low-level events)	Same but intensified <i>"Punching, choking, kicking"</i>
2nd issue	<i>"Follow Directions the First Time"</i>	Same but intensified <i>"Defiance that disrupts learning"</i>
Notification rate when an immediate-concern event happened		29 yes / 106 no staff notified someone only 21 % of the time

Some key points are that there are many low-level disruptions which continue to the point of disrupting learning and engagement. Additionally, some behaviors that are characterized as low-level disruptions were reported as immediate concerns. Furthermore a very small group of students constitute a large amount of behavior referrals and the majority of these are in the upper grades.

What the data is telling us

1. Same Reporting Categories

The fact that *"Keep Hands, Feet, Unkind Words to Yourself"* and *"Follow Directions The First Time"* appear in both lists at different intensities—and dominate the counts—means that we should continue to prioritize these with Tier 1 (whole-school) lessons, reinforcement, support for students and support from staff.

- respectful body language/touch and positive language.
- prompt, first-time compliance with adult directions.

2. Low-level versus immediate-concern split is roughly 1: 1.45.

A higher-than-expected proportion of events are serious enough to be marked "immediate concern". Since the behavior committee and the reporting system is a brand-new program it is expected that there would be **inconsistent thresholds** of defining immediate concerns among staff. Supplementing the reporting procedure with more examples- although many are already provided in the code of conduct from the counselors in a brief calibration session can tighten that up.



3. **Occurrence of reported behaviors:**

Some behaviors were not reported and it is clear from the data which teachers committed to the reporting system. The lack of reporting at some grade levels resulted in missed opportunities for follow up and/ or prevention.

4. **Hot-spot locations.**

Many behaviors occurred during or immediately following breaks and this indicates a need for increased supervision and mini lessons before and after breaks to resolve any issues.

5. **Hot-spot dates fall near breaks, big events and teacher evaluation windows.**

Peaks on 11–13 Nov 2024, 11 Dec 2024, 3 Feb 2025 and May/ June align with:

- Changes in routine
- Stress among all stakeholders
- Transitions
- Weather
- End of the school year.

Suggestion: Plan “reset” lessons and additional positive-reinforcement drives during breaks after each break. Minimalize situations in which supervision and routine are compromised. Increase supervision and modify activities during the end of the year.

6. **Feedback and records is a growth area for next year**

Processes were put in place this year and team commitment to follow through will support communication and intervention. Clearly identifying the lead person for the behavior committee will support in this. Very clear systems which are not teacher initiated to communicate and record incidents are highlighted by staff as an area of need.

Recommended steps for next year

Time-frame	Action	Why it matters
August	• Clearly identify the behavior committee chair and who will do reporting to parents and ADEK when behavior in fractions occur. • Be sure to avoid a conflict between roles i.e. staff who provides emotional support and behavior reinforcement.	Ensuring that roles are defined will result in increased consistency.
Aug–Sep	Launch a “ First-Time, Right-Away ” school-wide focus (daily micro-lessons + recognition tickets)	Directly addresses “follow directions the first time” Consider having a plan for an alternative work place for middle school students to reduce disruptions by removing the audience.



Time-frame	Action	Why it matters
Each Term	Schedule 15-min “re-entry” booster lessons the first morning after each break, pair with double points for houses/ PBIS, put clear systems in place for days when there are high absences or schedule changes.	Reduces predictable external factors.
Weekly data review	Share the dashboard created with coordination teams and teachers on a weekly basis- which show the top 5 behaviors – notification rate – students with 3+ incidents	Keeps staff eyes on the right metrics; prompts timely Tier 2 referrals
Semester 1	Continue small-group social-skills instruction for students with ≥ 3 instances of “Keep Hands, Feet...”	Targets the #1 behaviour across both tiers
Year Long	Add antecedent, especially for immediate concerns.	Enables true trend lines and hotspot mapping next year
Year Long	Prepare behavior intervention plans, a designated point person and contracts for the 5 students whose behavior issues constitute the majority of the behavior reports.	Enables the school to address behavior proactively from September.

Successes this year

1. Committee formed according to policy.
2. Behavior reporting system formed and implemented.
3. Some tier 2 interventions created for behavior in conjunction with the intervention team.
4. Committee members designated.
5. The very beginning of a system for notification to teachers was created with limited implementation.
6. Implementation of collaborative committee approach to reviewing behaviors.

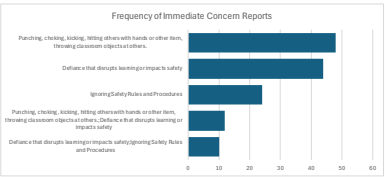
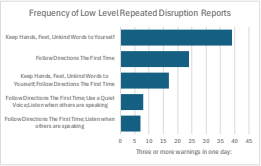
How to judge success next year

1. **Notification rate ≥ 70 %** on immediate-concern events.
2. **25 % drop** in repeat reports of incidents for students taught in Tier 2 groups.
3. Clearly defined roles
4. Clearly defined reporting procedures

D

Types of Behavior		
Low Level Disruptive Behavior Report By Frequency		
Three or more warnings in one day:	Number of Low Level, Continuous Disruptions	
Keep Hands, Feet, Unkind Words to Yourself	39	
Follow Directions The First Time	24	
Keep Hands, Feet, Unkind Words to Yourself/Follow Directions The First Time	17	
Follow Directions The First Time/Use a Quiet Voice/Listen when others are speaking	8	
Follow Directions The First Time/Listen when others are speaking	7	
Grand Total	95	

Behavior of Immediate Concern By Frequency		
Behavior of Immediate concern: A behavior that endangers self or others, is not inline with the values of the UAE, or is so disruptive that it cannot be managed.	Number of Behavior of Immediate Concerns	
Punching, choking, kicking, hitting others with hands or other item, throwing classroom objects at others, Defiance that disrupts learning or impacts safety	48	
Ignoring Safety Rules and Procedures	24	
Punching, choking, kicking, hitting others with hands or other item, throwing classroom objects at others, defiance that disrupts learning or impacts safety	12	
Defiance that disrupts learning or impacts safety/Ignoring Safety Rules and Procedures	10	
Grand Total	138	

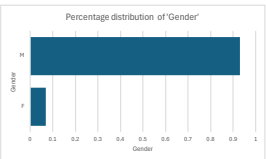


Reporting

Reported to Management	
In the case of immediate concern did you notify the behavior management team via slack?	
No	Number of Responses
No	106
Yes	29
Grand Total	135



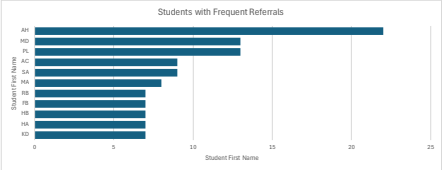
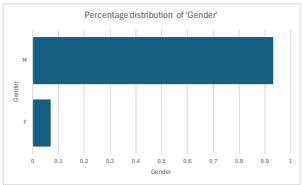
Date	Count of Date
2023-05-05	9
2024-12-11	8
2024-11-19	7
2024-11-12	7
2025-02-03	6
2024-11-13	6
2025-05-15	6
2025-05-06	6
2025-02-11	6
2024-11-11	6
2025-04-29	6
Grand Total	74



Reported Student Information

Gender	Count of Gender
M	93.13%
F	6.87%
Grand Total	100.00%

Student First Name	Count of Student First Name
AH	22
MD	13
PL	13
AC	9
SA	9
MA	9
RS	7
FB	7
HS	7
HA	7
KD	7
Grand	109



D

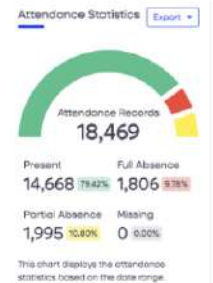


Attendance & Punctuality End of the Year Report – 24/25

Term 1 – 26/08/2024 to 12/12/2024

Absence Percentage Report						
From 26/08/2024 From 13/12/2024						
Grade	Student Homeroom	Student Count	Student Absent Count	Absence Days Count	Attendance Percentage	Absence Percentage
Grade 1	G1	18	18	141	89.27 %	10.73 %
Grade 1	G1B	16	16	110	90.58 %	9.42 %
Grade 2	G2	18	17	134	89.8 %	10.2 %
Grade 2	G2B	17	14	67	94.6 %	5.4 %
Grade 3	G3	17	14	62	95 %	5 %
Grade 3	G3B	15	13	92	91.6 %	8.4 %
Grade 4	G4	24	23	168	90.41 %	9.59 %
Grade 5	G5	20	16	94	93.56 %	6.44 %
Grade 6	G6	14	13	88	91.39 %	8.61 %
Grade 7	G7	14	12	59	94.23 %	5.77 %
KG1	KG1 A	25	24	219	88 %	12 %
KG1	KG1 B	22	19	153	90.47 %	9.53 %
KG2	KG2	25	21	215	88.22 %	11.78 %
KG2	KG2B	25	23	185	89.86 %	10.14 %
Preschool (Ages 3-4)	PRKG A	13	13	169	82.19 %	17.81 %
Preschool (Ages 3-4)	PRKGB	13	13	152	83.98 %	16.02 %
		296	269	2108	90.24 %	9.76 %

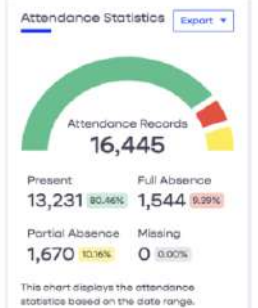
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Term 2 – 6/01/2025 to 22/03/2025

Absence Percentage Report						
From 01/01/2025 From 21/03/2025						
Grade	Student Homeroom	Student Count	Student Absent Count	Absence Days Count	Attendance Percentage	Absence Percentage
Grade 1	G1	19	17	116	88.9 %	11.1 %
Grade 1	G1B	17	14	79	91.55 %	8.45 %
Grade 2	G2	18	15	96	90.3 %	9.7 %
Grade 2	G2B	19	15	84	91.96 %	8.04 %
Grade 3	G3	18	16	71	92.83 %	7.17 %
Grade 3	G3B	17	13	81	91.34 %	8.66 %
Grade 4	G4	25	22	105	92.36 %	7.64 %
Grade 5	G5	20	17	83	92.45 %	7.55 %
Grade 6	G6	15	14	54	93.45 %	6.55 %
Grade 7	G7	14	8	39	94.94 %	5.06 %
KG1	KG1 A	25	22	213	84.51 %	15.49 %
KG1	KG1 B	22	20	106	91.24 %	8.76 %
KG2	KG2	25	21	110	92 %	8 %
KG2	KG2B	25	23	132	90.4 %	9.6 %
Preschool (Ages 3-4)	PRKG A	16	15	105	88.07 %	11.93 %
Preschool (Ages 3-4)	PRKGB	14	14	100	87.01 %	12.99 %
		309	266	1574	90.74 %	9.26 %

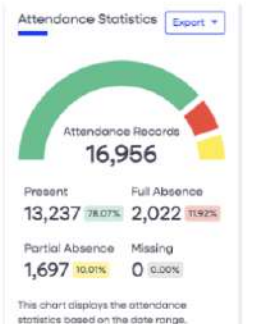
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Term 3 – 14/04/2024 to 1/07/2025

Absence Percentage Report						
From 14/04/2025 From 01/07/2025						
Grade	Student Homeroom	Student Count	Student Absent Count	Absence Days Count	Attendance Percentage	Absence Percentage
Grade 1	G1	19	19	125	87.82 %	12.18 %
Grade 1	G1B	18	15	121	87.55 %	12.45 %
Grade 2	G2	18	16	114	88.27 %	11.73 %
Grade 2	G2B	19	18	133	87.04 %	12.96 %
Grade 3	G3	19	16	69	93.27 %	6.73 %
Grade 3	G3B	18	16	89	90.84 %	9.16 %
Grade 4	G4	25	23	126	90.67 %	9.33 %
Grade 5	G5	22	15	100	91.58 %	8.42 %
Grade 6	G6	15	13	76	90.62 %	9.38 %
Grade 7	G7	14	14	67	91.14 %	8.86 %
KG1	KG1 A	25	23	229	83.04 %	16.96 %
KG1	KG1 B	22	21	143	87.96 %	12.04 %
KG2	KG2	25	25	175	87.04 %	12.96 %
KG2	KG2B	25	24	153	88.67 %	11.33 %
Preschool (Ages 3-4)	PRKG A	17	17	186	79.74 %	20.26 %
Preschool (Ages 3-4)	PRKGB	15	14	149	81.6 %	18.4 %
		316	289	2055	87.96 %	12.04 %

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1. Escalation Process for Absenteeism and Tardiness

Upon identifying cases of concerning absenteeism or tardiness, the following escalation steps were taken:

- **Initial Contact:** The homeroom teacher contacts the family to inquire about the reasons behind the absences or late arrivals.
- **Follow-Up by Social Worker:** If the issue persists, the social worker sends an email requesting a meeting to discuss the consequences of continued absenteeism and to offer support if the family is facing challenges.
- **Issuance of Notice Letters:** If no improvement is observed, formal notice letters are sent, co-signed by the Social Worker and the Principal. These letters outline the number of missed class hours and the required steps to address the situation.
- **Reporting to ADEK:** Continued issues are escalated to ADEK for further advice and action.

2. Communications

Throughout this academic year, warning letters for absenteeism and tardiness were issued from PRE KG to Grade 7. In all instances, the social workers conducted meetings with the families to discuss the underlying causes and to develop a plan aimed at improving attendance in the 25/26 academic year. Families were informed that persistent absenteeism would result in further reporting to ADEK.

2.1. Letters count

TERM 1

- Attendance Notice in KG: **9**
- Attendance Notice in Primary: **44**
- Attendance Notice in Secondary: **2**
- Tardiness Notice in KG: **9**
- Tardiness Notice in Primary: **40**
- Tardiness Notice in Secondary: **1**

Total of Attendance Notice Letters: 55

Total of Tardiness Notice Letters: 50

TERM 2

- Attendance Notice in KG: **9**
- Attendance Notice in Primary: **16**
- Attendance Notice in Secondary: **0**
- Tardiness Notice in KG: **11**
- Tardiness Notice in Primary: **14**



- Tardiness Notice in Secondary: 1

Total of Attendance Notice Letters: 25

Total of Tardiness Notice Letters: 26

TERM 3

- Attendance Notice in KG: 11
- Attendance Notice in Primary: 25
- Attendance Notice in Secondary: 1
- Tardiness Notice in KG 23
- Tardiness Notice in Primary: 42
- Tardiness Notice in Secondary: 1

Total of Attendance Notice Letters: 37

Total of Tardiness Notice Letters: 66

2.2. Criteria for Issuing Warning Letters:

TERM 1

- Absenteeism Warning Letters:
 - Kindergarten: issued when overall absence percentage is more than 10%.
 - Primary: issued when overall absence percentage is more than 5%.
 - Secondary: issued when overall absence percentage is more than 5%.
- Tardiness Warning Letters: Issued if tardiness exceeds 20%.

TERM 2 & 3: Update due to ADEK policies new requirements

- Absenteeism Warning Letters:
 - Kindergarten: issued when unjustified absences percentage is more than 10%.
 - Primary: issued when unjustified absences percentage is more than 5%.
 - Secondary: issued when unjustified absences percentage is more than 5%.
- Tardiness Warning Letters: Issued if tardiness exceeds 20%.

3. Initiatives Implemented Academic Year 24/25

- Proactive Support Programs: Developed programs to support families facing difficulties that may affect attendance, such as providing counseling services, transportation assistance, or flexible scheduling options.
 - Meetings with social workers to develop an individual support plan tackling the students' needs.
 - Add more routes for the school bus.



- Incentive Programs: Establish incentive programs to encourage consistent attendance and punctuality, such as awards, recognition ceremonies, or small rewards for students with exemplary attendance records.
 - 4 Houses Program: designed to improve attendance and punctuality.
- Partnership with ADEK: We have strengthened our partnership with ADEK to ensure compliance with regulations and to access additional resources and guidance.
 - Regular contact with ADEK regarding cases exceeding 10% of unexcused absences in KG and 5% in primary & secondary.
- Early Intervention: Implemented an early intervention system where potential attendance issues are addressed before they escalate.
 - Reception sent daily emails following up with the absences.

4. Recommendations and Action Plan for 25/26 Academic Year

To further enhance our attendance monitoring and support systems, we recommend the following actions:

- Enhanced Communication: Increase the frequency and clarity of communication with families regarding the importance of attendance and punctuality. This can include informational sessions and regular updates through newsletters.
- Digital Tools and Analytics: Utilize advanced analytics on the digital platform to predict and identify potential attendance issues, allowing for more targeted interventions.

ANNUAL REPORT

Part 7

STUDENT SERVICES END OF THE YEAR REPORT



ACADEMIC YEAR: 2024-2025

INTRODUCTION

In 2024–2025, the Spanish School of Abu Dhabi underwent a period of rapid growth, transitioning into a medium-sized educational institution. This expansion has required a recalibration of the school's service model to ensure it remains responsive, efficient, and aligned with family needs and institutional sustainability.

School services—once minimal and informal—have become increasingly central to the daily functioning of the school. From transportation and food services to extracurricular programs and supervision solutions, these offerings are no longer secondary support functions but **essential components of the school experience**. This section evaluates the performance of all services provided or coordinated by the school, highlighting both progress made and areas identified for development.

The following reports were compiled with the collaboration of:

- The **Student Services Coordinator**, with input from external providers
- The **Coordinator of the Early Bird Service**
- The **Coordinator of the After-School Service for KG**
- The **Spanish Language Center Coordinator**

1. TRANSPORTATION SERVICES

Analysis

During the 2024–2025 academic year, the school operated transportation services in partnership with **Victoria Roadways**, beginning with one bus and expanding to three routes. Although the service has not generated revenue, it has played a key role in supporting school access for families and indirectly encouraged student enrollment.

Despite this benefit, the service faced ongoing **reliability and communication issues**, such as inconsistent paperwork submission, delayed responses, and limited proactiveness from staff on the routes. While no serious incidents occurred, the school identified procedural gaps, including the need for more structured protocols for student safety and supervision—particularly regarding attendance checks, student pick-up procedures, and communication among stakeholders.

To address these concerns, the school as part of the **joint procurement initiative** under the DIWAN umbrella, has worked closely with ENS to identify a more dependable provider. This will lead to a new five-year contract (currently under legal review) with **Emirates Transport**, a company already servicing ENS schools and known for its reliability and efficient operations.

From a usage perspective, data across the three trimesters show **gradual growth in student ridership**, from 42 users in Term 1 (14%) to 53 users in Term 3 (17%). This steady increase underscores growing family confidence in the transportation service and highlights its value as a strategic enrollment support tool.

Improvement Goals

1. Provider Transition and Quality Assurance

- Finalize and implement the new contract with Emirates Transport.
- Monitor service quality through monthly performance reviews during the first year.
- Ensure full documentation (insurance, licenses, compliance certificates) is submitted prior to the start of service.

2. Student Safety and Operational Protocols

- Standardize attendance-taking procedures: bus nannies must complete the list before arrival and hand it to school staff.
- Require daily headcounts by bus nannies before boarding and upon arrival.
- Ensure Kindergarten students are escorted by the After-School supervisor and Lower Primary students by the designated nanny.

3. Staff Training and Conflict Prevention

- Provide training sessions for bus nannies and drivers on conflict resolution, safety, and communication protocols.
- Assign a lead driver for day-to-day coordination and to serve as the school's main liaison.

4. Parental Communication and Policy Enforcement

- Remind families of the minimum one-hour notice required for route changes, communicated to all relevant parties.
- Reinforce the use of lanyards with visible bus numbers for all student riders.

5. Logistics and Infrastructure

- Designate and organize a specific area within the school for assembling bus riders prior to departure.
- Ensure that homeroom teachers display updated bus lists in the classroom.

6. Data Monitoring and Strategic Use of Service

- Track ridership trends by trimester and class to assess coverage and demand.
- Evaluate whether bus service usage is contributing to retention and enrollment in less accessible areas.

2. EXTRACURRICULAR ACTIVITIES SERVICES

Analysis

The school's extracurricular activities are currently operated through a third-party provider, **ISM Sports**, under a contract that is set to expire at the end of the upcoming academic year. While the overall experience has been positive—especially in terms of student participation and revenue generation—the partnership has also presented **challenges related to responsiveness, coordination, and prioritization**.

For the past two years, the ISM coordinator had to leave before the end of the academic year and has managed responsibilities off-site due to other commitments. Although remote support has continued, this arrangement has increased the **logistical burden on school staff** and occasionally delayed the resolution of issues. The school notes that ISM does not always demonstrate the level of responsiveness expected from a strategic partner, which affects both operations and communication with families.

Despite these challenges, the collaboration with ISM has generated **notable financial returns**, especially through vacation camps and after-hours facility rentals. Activities such as **football, gymnastics, and tennis** remain popular across both Kindergarten and Primary, with gradual increases in participation over the three terms. This indicates that the offer remains attractive to families and plays an important role in student life and school enrichment.

The lack of designated **outdoor sports facilities** has occasionally limited the scope and quality of some physical activities, especially when PE lessons and ECAs compete for space. Nonetheless, ISM has shown flexibility and a willingness to innovate within space constraints.

Improvement Goals

1. Provider Accountability and On-Site Coordination

- Request the assignment of an on-site ISM coordinator all year round or a more consistent school presence.
- Establish a formal mid-year service review to assess quality, responsiveness, and parent satisfaction.
- Maintain open consideration of alternative providers for the 2025–2026 academic year, pending ISM's performance.

2. Incident Management and Reporting

- Require ISM to submit structured incident reports aligned with current school protocols (behavior, safety, transport templates).
- Ensure timely communication to all relevant parties in case of incidents or accidents.

3. Expansion and Diversification of Activities

- Continue developing indoor and outdoor spaces to support a wider range of activities throughout the year.
- Introduce new space-efficient activities (e.g., Creative Minds, Mini Movers) to address overcrowding during PE-ECA overlaps.
- Expand indoor ECAs for the hot season to maintain consistent participation and comfort.

4. Improved Parent Engagement and Communication

Ensure ISM collects all parent contact information before the beginning of each term. Encourage the use of digital brochures, WhatsApp updates, and photo/video content (with consent) to keep parents informed and engaged.

5. Streamlined Registration Process

- Implement a trial-class model followed by a term-bundle sign-up option, as planned by ISM.
- Use clear, timely communication via digital platforms to minimize registration confusion and enhance satisfaction.

6. Marketing and Visibility

- Organize at least one Open Day per term to showcase ECAs and strengthen the school's educational offer.
- Promote student participation in **inter-school competitions** to foster school pride, student motivation, and skill development.

7. Revenue Optimization

- Explore strategic use of current facilities (e.g., former tennis court area) to expand capacity and increase offerings.
- Assess profitability of individual activities and camps to guide program focus in future cycles.

3. CATERING SERVICES

Analysis

The school's catering services are provided by **Food Nation**, with a contract due to expire at the end of this academic year. Although functional, the service has not achieved the desired level of success or engagement from the school community. Subscription levels have remained **modest** throughout the year, and feedback from families indicates a need for improvements in **menu variety, nutrition, and convenience**.

Over the three terms, student uptake was primarily for **lunch and combined lunch/snack options**, with a small but consistent portion of students participating in trial packages. The data shows a slight upward trend in termly engagement, but it also reveals stagnation in overall adoption, with fewer families opting in than anticipated. Families have expressed concerns about the **limited choices, repetitive menus, and nutritional value**, with requests for healthier alternatives and more attractive options like "grab-and-go" meals.

On the operational side, payment and enrollment logistics have presented **barriers to access**. Late distribution of payment links and rigid registration periods have deterred some families from subscribing. From the provider's perspective, earlier promotion and more flexible sign-up procedures are key areas for improvement.

As contract renewal negotiations take place under the DIWAN Procurement Committee, this is a timely opportunity to **redefine service expectations, enhance student engagement, and promote healthier eating habits** through a more comprehensive and community-driven approach.

Improvement Goals

1. Contract Renewal and Strategic Redesign

- Finalize the renewal process under the Procurement Committee with revised expectations on nutrition, variety, and service logistics.
- Define service benchmarks, including portion standards, allergen labeling, and balanced meal planning.

2. Menu Enhancement and Health Focus

- Require more varied and appealing weekly menus, including balanced vegetarian options and fresh seasonal ingredients.
- Introduce a greater variety of healthy snacks and “grab-and-go” options to increase uptake among students.
- Collaborate on initiatives promoting **healthy habits**, such as themed “Healthy Weeks,” food education campaigns, or partnerships with the PE or Science departments.

3. Parental Engagement and Accessibility

- Send payment and registration links **before the start of each term**, allowing families to register early or on a rolling basis.
- Provide clear weekly menus to families in advance to foster transparency and build trust.
- Consider digital pre-order systems to offer flexibility and reduce food waste.

4. Student Voice and Feedback Mechanisms

- Establish a student feedback system or suggestion box (digital or physical) for cafeteria users.
- Pilot tasting sessions or menu trials with student representatives before major menu changes.

5. Operational Improvements

- Ensure sufficient staffing during peak hours to reduce waiting times and maintain food quality.
- Design meal delivery and serving setups that support safe, efficient, and hygienic service—especially during high traffic times.

6. Uptake and Subscription Growth

- Launch targeted promotions each term to encourage families to try the service (e.g., free trial days or sibling discounts).
- Introduce flexible options such as “snack-only” or alternate-day subscriptions to cater to varying family needs.

4. EARLY BIRD SERVICE (AULA MATINAL)

Analysis

The Early Bird service, or *Aula Matinal*, is provided **free of charge** as part of the school's compliance with **ADEK regulations** that mandate earlier access to school premises. The service runs daily from 7:15 to 7:35 a.m. and currently supports approximately 100 students each morning. It is supervised by **five assigned staff members** under the general coordination of the school receptionist.

While the service offers **an essential support mechanism** for working families and contributes to school accessibility, it has faced several **operational and behavioral challenges** throughout the year. Data indicates that usage remained relatively stable across the three terms, though there was a slight decline—from 36% of students in Term 1 to 27.5% in Term 3.

Behavioral concerns have surfaced due to **the lack of structured activities, age-mixed grouping, and occasional inconsistency in staff supervision**, especially when assigned staff are absent or arrive late. The absence of a dedicated coordinator due to budget constraints has also impacted consistency and accountability.

The school recognizes the importance of improving the quality and organization of the Early Bird service, even within limited resources. Clearer routines, staff role definition, age-based groupings, and **light enrichment activities** can transform the space into a calm and welcoming environment at the start of the day.

Improvement Goals

1. Supervision Structure and Staff Coordination

- Reassign and balance supervisory responsibilities to ensure even coverage across all student zones.
- Appoint a **sixth staff member** for next year to improve the adult-to-student ratio, particularly for younger age groups.
- Assign backup roles in case of staff absence or tardiness to avoid unsupervised zones.

2. Student Grouping and Safety

- Divide students into **clearly defined zones** by year level (e.g., KG, Lower Primary, Upper Primary).
- Ensure younger students (KG–Grade 1) are always separated from older peers to avoid behavioral issues and potential conflicts.

3. Structured Morning Routines

- Introduce **calm, age-appropriate activities** such as drawing, silent reading, puzzles, and board games to support a smooth transition into the school day.
- Use **softer lighting, background music, or mindfulness techniques** to create a positive and welcoming start.

4. Attendance and Tracking

- Implement a **digital attendance system** to monitor Early Bird usage and support emergency preparedness.
- Collect data on punctuality and usage trends to better inform staffing and scheduling.

5. Staff Expectations and Clarity of Roles

- Clearly communicate duties and expectations to assigned staff.
- Offer brief training at the start of the year to standardize behavior management approaches, transitions, and safety protocols.

6. Long-Term Considerations

- Explore the possibility of assigning a part-time coordinator or rotating leadership role as the service grows, subject to budget availability.
- Consider linking Early Bird with broader school wellness and mindfulness initiatives.

5. AFTER SCHOOL SERVICE (AULA DE TARDE)

Analysis

The After School Service (*Aula de Tarde*) is a **paid, in-house service** offered to Kindergarten families, operating each day after regular class hours. The service has proven popular, generating **significant revenue** for the school while also supporting families in need of extended care. Throughout the year, attendance remained relatively high—ranging from **33% to 35% of KG students** per term—with the KG2 cohort consistently representing the largest group.

While overall satisfaction is high, several **operational, financial, and logistical challenges** were observed. The introduction of daily ticket options created **confusion in payment tracking** and added complexity for both the finance team and the service coordinator. Additionally, many families who do not formally enroll in the service pick up their children late, further straining staff and space without corresponding revenue or documentation.

As the school prepares for the 2025–2026 academic year, refinements to **scheduling, enrollment systems, communication logistics, and space allocation** will be critical to improve the quality, sustainability, and equity of the program.

Improvement Goals

1. Financial Oversight and Enrollment Systems

- Discontinue or reconsider the daily ticket model and explore alternative systems (e.g., weekly blocks or digital pre-booking) to improve payment tracking and reduce invoicing delays.
- Ensure updated spreadsheets are regularly maintained with accurate records of enrollment and payment status for coordination and planning purposes.

2. **Schedule and Charging Clarity**

- Finalize the proposed 2:00–3:30 p.m. schedule for the next academic year, aligned with primary dismissal.
- Establish a clear **charging threshold** (e.g., from 2:15 p.m. onward) to provide transparency and consistency when marking attendance.

3. **Staffing and Operational Support**

- Continue the collaboration with Primary department for assistant support; consider formalizing a rotational support structure.
- Acknowledge contributions of current staff and continue fostering a sense of ownership and team spirit.

4. **Learning and Play Environment**

- Allocate a specific **budget for materials**—including arts & crafts supplies, games, and seasonal resources.
- Redesign the session flow to include creative time (e.g., crafts with Miss Teresa), followed by snacks and wind-down routines.

5. **Physical Space and Grouping**

- Secure access to a **larger space**, especially for KG2, to better manage the high number of children and allow for physical play.
- Create smaller, age-based subgroups where possible to enhance supervision and engagement.

6. **Internal Communication and Pickup Logistics**

- Install or assign a simple **intercom or paging system** to improve communication with reception and expedite parent pick-ups.
- Reinforce communication protocols to avoid missed messages due to noise or outdoor activity.

7. **Monitoring and Parent Communication**

- Notify parents of the importance of timely pickup and the impact of unregistered late stays.
- Strengthen communication with the finance team to ensure timely invoicing and parent reminders.

8. **Service Positioning and Value Proposition**

- Reinforce the value of the service as an **enriching and recreational space**, not merely an extension of the school day.
- Promote the emotional, creative, and social benefits of participation through testimonials, photos, and term-end feedback.

6. THE SPANISH LANGUAGE CENTER

6.1. Overview of the Services Offered by the SLC

As part of the SSAD, the SLC is the official provider of extracurricular activities in Spanish, offering students personalized language support, preparation for official DELE exams and programs adapted to their level and academic development.

Levels and Ages Attended

During the 2024–2025 school year, SLC offered extracurricular classes to 22 students between the ages of 6 and 12, organized into two groups according to their level of Spanish proficiency:

- **Beginners group:** Composed of students with no previous experience in the language, regardless of their age. The main objective is to introduce the four basic skills: listening, speaking, reading and writing.
- **Intermediate group:** Includes students with at least one year in the SSAD or previous experience with Spanish. It is also structured by level and maturity.

Different educational resources are used according to each student's age and level, as well as additional materials from *Campus Difusión*, *ProfeDeELE*, and internally developed study materials.

Number of Students per Group

During the 2024–2025 school year, the following participated:

- 13 students at the initial level.
- 9 students at the intermediate level.

Duration, Frequency and Schedules

- Extracurricular classes are held twice a week.
- Each session lasts one hour.
- The total of the course during the school year is 62 hours (see attendance section below).

Average Attendance

During the course, 62 hours of class were taught. Although, the total number of sessions differs depending on the date each student was registered in the SLC.

- **The Beginners group achieved an average attendance of 93.9%.** This percentage reflects a high level of commitment on the part of the families and good retention throughout the course.
- For its part, the **Intermediate group obtained an average of 91.5%.** Also, within a very positive range with slight variations associated with specific cases of non-attendance.
- **The combined overall average of both groups was 90.4%.** This is a solid indicator of constant participation and shows that students maintain regular attendance at classes, which has a positive impact on their linguistic progress.

6.2. Official DELE Exam

In the month of November, grade 7 students take the official DELE School Level A1 exam, which assesses their ability to function in common situations in the school and social environment. On the other hand, during the month of June, a practice exam is held with grade 6 students, as preparation for the official exam of the following cycle.

Coordination with teachers for the DELE Exam

- Throughout the school year, we maintain constant communication with the SSAD teachers, mainly with the 6th and 7th grade tutors. Also, we provide them study materials designed for those students who are preparing for the DELE but do not attend our extracurricular classes.
- We actively collaborate with the SLC in the **organization of the DELE exams**, both in their mock and official versions.
- The school **facilitates the use of suitable spaces, ensures noise control and provides logistical support** during exam days to ensure the best possible conditions.
- Likewise, we coordinate with the SSAD the **necessary adaptations for the DELE exam** of those students with **special educational needs (SEN)**, with the support of the **Inclusion Department**, which not only provides us with **specialized advice**, but also supports us with **trained personnel** when required.
- Finally, the school refers **new students who have language difficulties and could benefit from additional reinforcement in Spanish** to the SLC.

6.3. Communication with families

The SLC registration process is streamlined and accessible. Families are only required to complete a form in which the data of the student and their parents are recorded, contact information, and authorization is granted or denied for the use of images and videos of the student for promotional purposes on social networks. In the same document, the parents agree to comply with the SLC's conduct policies and to make the corresponding payment.

It is also necessary to present a valid identification of the student and their parents, as well as proof of payment of the tuition before the start of classes. Some parents opt for the installment payment modality, which is managed and monitored by our Admissions Officer.

The SLC maintains an open-door policy, fostering a close and transparent relationship with families. Communication with parents is mainly done through WhatsApp, phone calls, and email. Finally, and aligned with the culture of the SSAD, it is common for parents to personally approach the classrooms to check on their children's progress or resolve any concerns related to their learning.

6.7. Comments and observations from families

- **Heterogeneity:** Some families expressed concerns about **age heterogeneity within groups**, although it was explained that the organization is based on the **level of language proficiency** and not on the chronological age of the student.



Answer: We understand the concern of some families about the age difference between students. For this reason, from the next school year, an additional support teacher will be assigned to the most heterogeneous group, to offer a more personalized follow-up and better adapt the dynamics according to age and individual needs. This measure seeks to guarantee both pedagogical effectiveness and the well-being of all students.

- **Schedule:** it was pointed out that the **schedule of extracurricular classes can be inconvenient**, since students stay an additional hour at school after an extended school day. However, some families expressed their preference for SLC sessions **to be integrated into the school schedule**.

Answer: We understand the concern of families about the fatigue that a long school day can generate. Although for organizational reasons SLC classes are held outside school hours, we strive to make each session dynamic and motivating, without sacrificing content. As part of this approach, last year we implemented the "Star of the Month" **initiative** in the beginners group, with great success. The next academic cycle, this initiative, will be extended to both groups as a strategy of motivation and positive reinforcement.

- **Security personnel at the entrances:** we receive observations, from the SSAD, related to the **time of departure of the students**, since at that time **there are not always enough security personnel** at the entrances of the SLC.

Answer: We have taken note of this situation and the SSAD has already been **asked to assign an additional member of the security staff at the SLC departure time**. In addition, the SLC team always maintains internal protocols of active supervision to ensure the well-being of students until they are handed over to families or authorized guardians.

- **Cost per tuition:** Some parents with more than one child enrolled, or interested in enrolling several children, consider the **individual cost per enrollment to be high** and have suggested implementing **discounts for families with two or more children enrolled** in the program.

Answer: Currently, the SLC already offers the **possibility of payment in installments**, which allows greater financial flexibility. In addition, it is important to note that while the average hourly price of classes at SLC is **AED 85**, students enrolled in extracurricular classes as part of the same institution **enjoy a reduced rate of AED 60 per hour**. However, we take this observation into account and will continue to evaluate support alternatives for families with multiple enrollments.

- **Registration process:** finally, some families pointed out that the **SLC registration process could be simplified**, since, as they are SSAD students, they consider it unnecessary to resubmit documentation that is already in the possession of the institution.

Answer: The registration process is separate from that of the SSAD, since the SLC operates as an academic unit with its own administration. We are reviewing our forms to reduce redundant data and evaluate what documentation can be validated through the SSAD, always respecting data protection regulations. Our goal is to simplify the process without compromising security or administrative traceability.

6.8. Conclusion and Next Steps

- *Internal pedagogical reorganization*: an additional support teacher will be assigned to the most heterogeneous group, to better address the difference in ages and levels in the classroom.
- *Institutional reinforcement in security*: formalize with SSAD the fixed assignment of security personnel in the SLC departure time slot, thus reinforcing operational security.
- *Economic support policy for families*: the implementation of discounts for families with two or more registered children will be evaluated, complementing the current policy of payments in installments and reduced rates.
- *Administrative simplification*: optimize the registration process for SSAD students, avoiding duplicate requests for documents already submitted to the institution, without compromising traceability or data protection.
- *Personalized academic monitoring*: reinforce the early detection of difficulties, especially in productive skills, and create individualized improvement plans in collaboration with tutors and the Inclusion Department.
- *Strategic use of motivational tools*: Expand the use of tools such as the Star of the Month and other positive reinforcement systems to both groups of students, fostering a participatory and achievable environment.

FINAL OBSERVATIONS AND CONCLUSIONS

The 2024–2025 academic year marked a period of significant service expansion and consolidation for the Spanish School of Abu Dhabi. With student numbers growing and the school's operational complexity increasing, it became essential to professionalize and align all support services with the broader educational vision of the institution.

Across all service domains—from transportation and catering to Early Bird, After School Care, Extracurricular Activities, and now the **Spanish Language Center (SLC)**—notable improvements were implemented. At the same time, this year's experience highlighted areas requiring enhanced internal coordination, more proactive provider partnerships, and better communication mechanisms with families.

The inclusion of the SLC in this section also reflects a strategic milestone: the institutionalization of **academic services beyond the school day**, reinforcing both the school's mission and the development of students' linguistic competencies through personalized programs, high attendance rates, and DELE exam readiness.

Summary of Key Improvement Goals for 2025–2026

1. Operational Clarity and Oversight

- Streamline enrollment and invoicing procedures across all services.
- Improve coordination between coordinators, service providers, and the finance team.
- Define clearer staffing structures, contingency plans, and data tracking systems.

2. Quality and Reliability of Service

- Set and monitor quality benchmarks for external providers.
- Ensure supervision is safe, proactive, and age-appropriate in all school-run services.
- Expand structured programming within supervision services (e.g., soft start activities in Early Bird).

3. Infrastructure and Physical Space

- Allocate dedicated and appropriate spaces for high-demand services (e.g., KG after-school, ECAs).
- Advocate for improved outdoor infrastructure to support expanded sports and recreational use.

4. Student and Family Engagement

- Promote greater transparency and responsiveness through enhanced communication strategies.
- Acknowledge family feedback as a tool for service improvement (e.g., SLC age grouping, pick-up procedures, and scheduling preferences).
- Integrate motivational tools such as “Star of the Month” to sustain student engagement.

5. Revenue Management and Sustainability

- Ensure that fee-based services continue to support the school’s financial health while remaining accessible to families.
- Explore support schemes such as **sibling discounts**, installment plans, or flexible enrollment for multiple children.
- Align financial policies with administrative capacity to avoid issues related to delayed invoicing or ad hoc payment tracking.

The experiences of 2024–2025 demonstrate the school’s **capacity to adapt, respond to growth, and elevate support services into value-added elements** of the educational experience. Looking ahead, the objective is to continue moving toward a model where every service—not just supports student logistics, but enhances their learning, development, and sense of belonging within the SSAD community.



SCHOOL SERVICES REPORT

Victoria Roadways – Transportation Service



Provider's perspective

While we acknowledge that there were some operational challenges in the previous year, we are pleased to inform you that several improvements have been made to ensure a more efficient and reliable service.

- No outsourced vehicles will be used. All school buses will be fully owned and operated under Victoria Roadways.
- We will provide all valid documentation, including vehicle registrations, insurance, and compliance certificates as required.
- Professionally qualified drivers and bus attendants will be assigned, in line with the highest safety and service standards.
- A dedicated Lead Driver will be appointed to supervise all operations and ensure smooth coordination daily.
- Additionally, a direct communication contact point will be shared with your administration to address any concerns or urgent matters promptly.

We hereby assure you that all the above-mentioned arrangements will be fully in place before the commencement of the new academic year. We look forward to a successful partnership and are committed to delivering a dependable and professional transport service for your school community.

School's Perspective:

- Bus nannies must complete the attendance list before arriving at school and hand it to the designated staff upon arrival.
- A new designated area must be found for bus students to organize them before departure.
- Bus nannies must count all students before boarding the bus.
- Bus nannies must collect Lower Primary students and guide them to the bus area.
- Kindergarten Students will be guided by the After-school service supervisor
- Teachers must display the bus lists in their classrooms.
- All bus users must wear a lanyard with their bus number for easy identification.
- Parents must be reminded that any bus changes must be communicated at least one hour before school ends and to all relevant parties (homeroom teacher, reception, admissions, and bus nanny).



Control Autobús

Bus Services - Trimestre 1

Class	Estudiantes	Total	
PRE-KG A	2	15	12%
PRE-KG B	1		
KG-1 A	1		
KG-1 B	2		
KG-2 A	4	26	16%
KG-2 B	5		
Grade 1 A	4		
Grade 1 B	0		
Grade 2	3		
Grade 2 B	2		
Grade 3	4		
Grade 3 B	4		
Grade 4	2		
Grade 5	4		
Grade 6	2		
Grade 7	1	1	7%
Total:		42	14%

Bus Services - Trimestre 2

Class	Estudiantes	Total	
PRE-KG A	1	19	15%
PRE-KG B	3		
KG-1 A	2		
KG-1 B	3		
KG-2 A	4	31	18%
KG-2 B	6		
Grade 1 A	4		
Grade 1 B	2		
Grade 2 A	2		
Grade 2 B	5		
Grade 3 A	5		
Grade 3 B	2		
Grade 4	3		
Grade 5	4		
Grade 6	2		
Grade 7	2	2	14%
Total:		52	17%

Bus Services - Trimestre 3

Class	Estudiantes	Total	
PRE-KG A	1	20	15%
PRE-KG B	3		
KG-1 A	2		
KG-1 B	3		
KG-2 A	5	32	18%
KG-2 B	6		
Grade 1 A	4		
Grade 1 B	3		
Grade 2 A	2		
Grade 2 B	5		
Grade 3 A	4		
Grade 3 B	4		
Grade 4	3		
Grade 5	2		
Grade 6	2		
Grade 7	1	1	7%
Total:		53	17%

ISM SPORTS- EXTRACURRICULAR ACTIVITIES SERVICE



Provider's Perspective

Operational Procedures

- After we changed the way, we pick up the kids from term 2 to term 3, Our pick-ups in Term 3 have been improved.
- We will continue this process of checking our register at pick up time as we bring the kids all to one classroom, marking them Present, Late or absent.
- We will then do this process again once the kids have made their way to the activity.

Improvement of subscription processes

- For the new school year, we will adjust our subscriptions that will allow parents the chance to sign up for one class only, so that their kids can trial the class to see if they enjoy it.
- If they do enjoy it, we will still have our bundle offer which allows parents to sign up for the whole term. All of which will be explained in our brochure that will be sent out to parents.

Enhancement of communication channels

- We will seek to have every parent's contact details ahead of our classes beginning. This will allow us to share all details of our classes to parents, phones instead of paper brochures that may get lost.
- We also hope that we will be able to send more content (Photos/videos) to parents of their kids taking part in classes. However, parents must understand that this can only be done if they have signed up for it.





Any other areas you believe could benefit from improvement or innovation

- With the limitations of space we have, we are currently trying to think of activities that won't need much space, particularly with PE classes taking place at the same time as KG activities.
- Explore the possibility of using the outdoor space where the tennis courts used to be.

School's Perspective

- Continue developing the outdoor areas to provide more space for a wider variety of student activities.
- Ensure a well-organized Open Day is held regularly, not only at the beginning of the year, but ideally once per term, to give parents a better understanding of the school's educational offer.
- Increase participation in inter-school competitions to further motivate and engage students.
- Expand indoor ECA offerings, especially for the hot season, to ensure consistent activity options throughout the year.
- Ensure all incidents are promptly communicated to the relevant parties. An official incident report form should be completed by ISM staff—like the current behavior and transport incident templates.



FOOD NATION- CATERING SERVICE

Provider's Perspective

- Promote the canteen service more actively to increase subscriptions.
- Share the payment links earlier each term to make the process more convenient for families.
- Expand the range of snacks offered to cater to a wider variety of student preferences.

School's Perspective

- We recommend sending the enrollment link to families as early as possible to prevent it from closing prematurely, allowing families to register at any time.
- We suggest offering a wider selection of snacks and convenient “grab-and-go” food options so that students have more variety to choose from.
- Increasing menu variety would be appreciated, as several families have expressed concerns about the limited food options.
- Some families have also raised concerns regarding the nutritional quality of the food, noting that it is not always as healthy as expected.



Aula Matinal/ Early Bird

SERVICE PROVIDED BY THE SCHOOL- FREE OF CHARGE

Coordinator: Angela Biamorgi, Receptionist

The Early Bird room currently serves approximately 100 students between 7:15 and 7:35 a.m., under the supervision of five assigned staff members. It is necessary to implement an improvement plan to ensure a safe, welcoming, and orderly environment at the start of the school day. Defined routines and structured activities.

Objectives

- Establish a clear and efficient organization for the morning care room.
- Ensure a safe and calm environment for students.
- Introduce short and gentle activities that support a positive start to the day.
- Improve attendance tracking and supervision.

Proposed Actions

- Design and implement a digital attendance tracking system
- Organize students into zones based on year level or class group
- Introduce soft activities: reading, drawing, board games

Aula Matinal:

Class	Estudiantes	Total X Area	% Por Area
PRE-KG A	3	35	28%
PRE-KG B	5		
KG-1 A	7		
KG-1 B	5		
KG-2 A	7		
KG-2 B	8	65	38%
Grade 1 A	8		
Grade 1 B	11		
Grade 2 A	9		
Grade 2 B	10		
Grade 3 A	7		
Grade 3 B	7		
Grade 4	13		
Grade 5	11		
Grade 6	14		
Grade 7	11	11	79%
TOTAL		111	36%

Class	Estudiantes	Total X Area	% Por Area
PRE-KG A	4	30	23%
PRE-KG B			
KG-1 A	4		
KG-1 B	5		
KG-2 A	7		
KG-2 B	10	60	35%
Grade 1 A	7		
Grade 1 B	8		
Grade 2 A	7		
Grade 2 B	5		
Grade 3 A	6		
Grade 3 B	7		
Grade 4	7		
Grade 5	6		
Grade 6	7		
Grade 7	9	9	64%
TOTAL		99	32%

Class	Estudiantes	Total X Area	% Por Area
PRE-KG A	3	29	22%
PRE-KG B	4		
KG-1 A	4		
KG-1 B	6		
KG-2 A	7		
KG-2 B	5	50	29%
Grade 1 A	6		
Grade 1 B	8		
Grade 2 A	3		
Grade 2 B	7		
Grade 3 A	6		
Grade 3 B	5		
Grade 4	6		
Grade 5	4		
Grade 6	5		
Grade 7	8	8	57%
TOTAL		87	28%



Aula de Tarde / After School Service

Service provided by the School to KG Families (paid)

Coordinator: Melisa Anzelmo, KG substitute teacher

1. Proposed Schedule

Based on conversations with the administration team and considering the organization of school transportation, it has been mentioned that the proposed schedule for the afternoon classroom service for the 2025–2026 school year would be from **2:00 p.m. to 3:30 p.m., based on the new proposed schedule for primary school**. This is the proposal currently under discussion. We believe this adjustment would allow for a more balanced and appropriate experience for the children.

2. Enrollment and Invoicing

It would be appreciated to have an **updated spreadsheet** detailing the enrolled students and confirming the payments made, whether per term or annually.

Please note that this request is not driven by an interest in accounting matters, but rather by the need of coordination role, to clearly identify which students attend the service regularly or occasionally, in order to better organize the group's daily dynamics. Additionally, it is important, for institutional consistency, that **invoices are issued and sent to families in a timely and proper manner**.

3. Charging Criteria

It would be helpful to define and apply a **clear and consistent criterion** regarding the time from which the service will begin to be charged. For example, if the official school day ends at 2:00 p.m., it should be clarified whether charges apply from 2:15 p.m. or 2:20 p.m. This would help ensure clarity when completing the weekly attendance sheet and allow for **fair and coherent tracking** for all families.

4. Budget for Materials

It would be necessary to have a **specific budget for purchasing materials**, such as games or items for arts and crafts activities, which are highly valued and enjoyed by the children.



5. Physical Space

This year we have had weeks where more than **40 children** attended, and the available space has proven to be very limited. Therefore, we kindly request, to the extent possible, access to a larger area, especially for the **KG2 group**, as the classroom is often not enough.

Having an appropriate space would allow the children to **run, play, and release energy**, which is essential at that time of day.

6. Staffing Support

I would like to sincerely thank **Mr. Antonio** for consistently assigning two Primary assistants to support the Early Years team. This additional help has been key to ensuring the smooth operation of the service.

7. Internal Communication

In terms of daily logistics, it would be very helpful to have an **intercom or internal communication system**. We are often called from reception when a student is to be picked up, but due to the noise in the classroom or being outside in the playground, it can be difficult to hear or respond. Having this resource would greatly facilitate coordination and allow for quicker action.

8. General Service Feedback

It is worth highlighting that many children have joined because they genuinely **enjoy the experience**. For them, this is a time for **play, recreation, and even rest** after a long school day. For this reason, I reiterate the importance of having a larger and better-adapted space for the next school year.

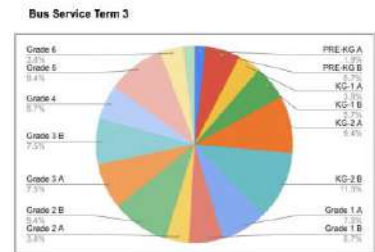
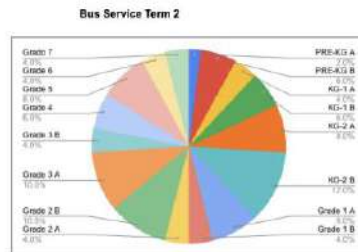
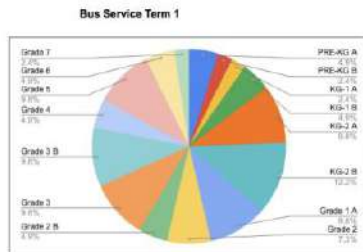
9. Time Organization

We believe the proposed new schedule could be beneficial. The first hour usually passes quickly with painting and craft activities, which have been excellently led by **Miss Teresa**. The final part of the session is typically dedicated to **snack time and preparation for going home**.



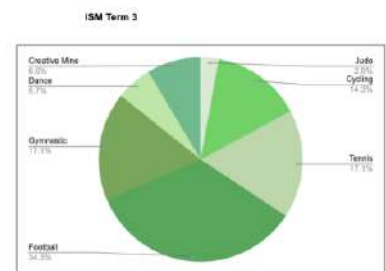
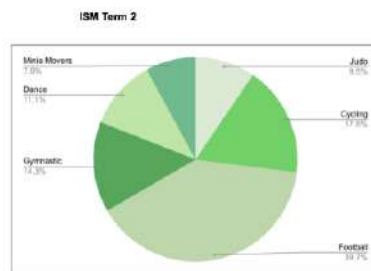
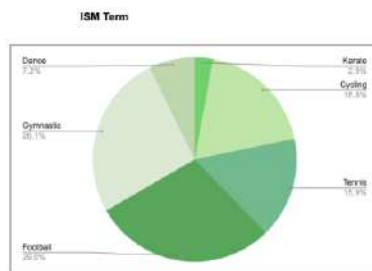
All Services Graphs

Bus service per Term

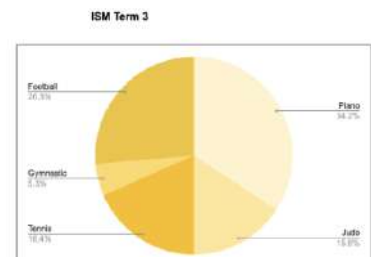
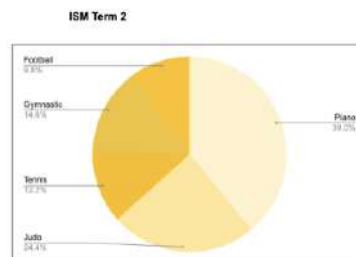
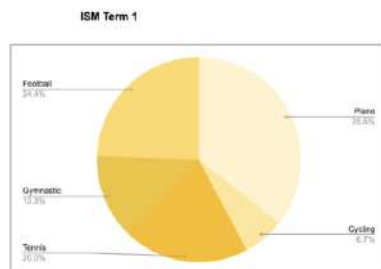


ISM

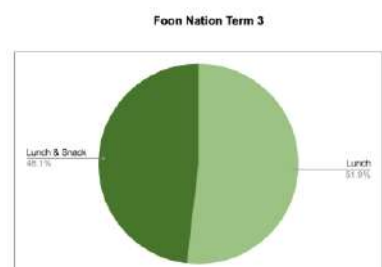
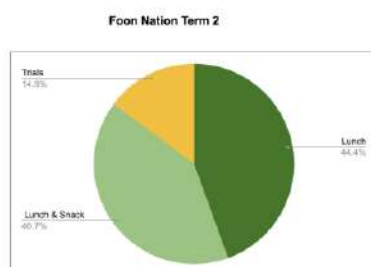
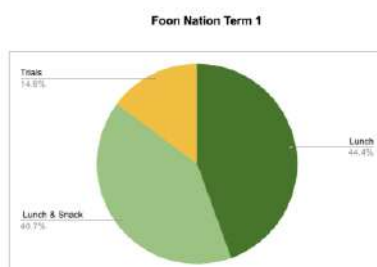
Kinderarten



Primary

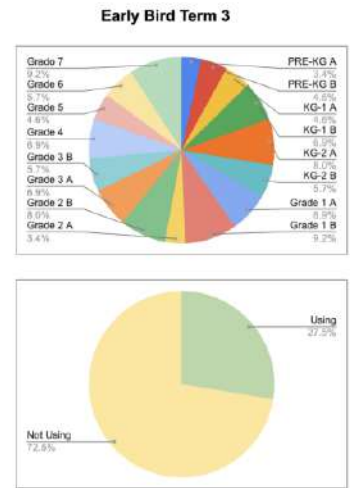
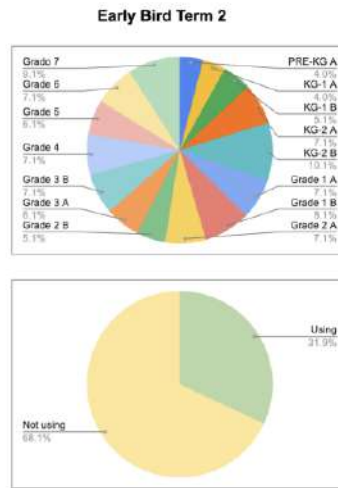
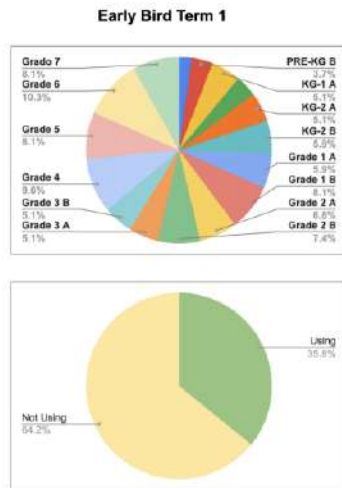


Food Nation Per term

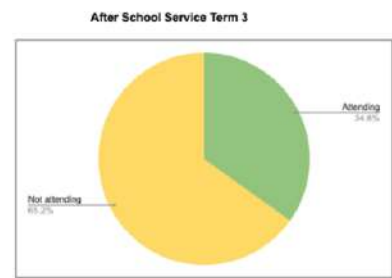
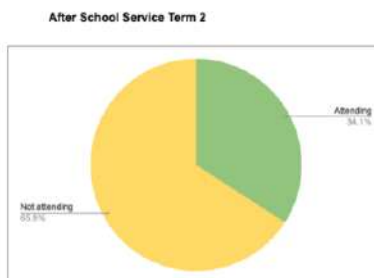
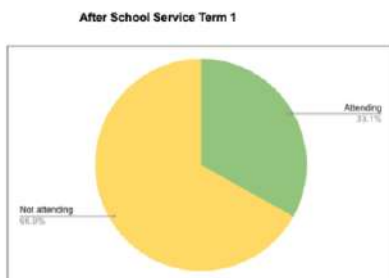
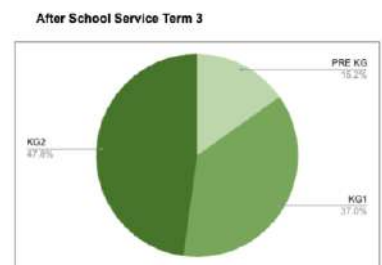
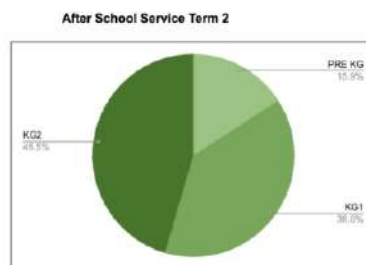
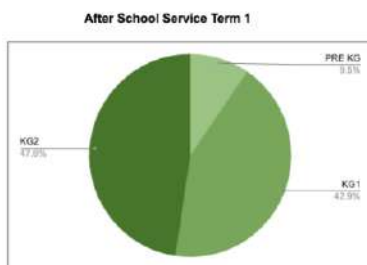




Early Bird per term



After School Service per Terms



ANNUAL REPORT

Part 8

TEACHER PERFORMANCE EVALUATION END OF THE YEAR REPORT



ACADEMIC YEAR: 2024-2025

TEACHER PERFORMANCE EVALUATION

1. INTRODUCTION

The 2024–2025 academic year marked a significant period of institutional growth for the Spanish School of Abu Dhabi. With staffing increasing from 43 to 73 employees and the opening of secondary grades, the school's academic structure grew in both complexity and diversity. This expansion, coupled with the recruitment of new staff—many of whom were unfamiliar with UAE educational standards—prompted a complete revision of the teacher performance evaluation system.

The revised process was carefully aligned with the UAE inspection framework, ensuring that teacher expectations in the domains of teaching and learning, assessment, learning skills, and professional responsibilities were clearly defined and understood. To support this, a detailed guide was created to accompany the evaluation tool, offering descriptors, practical examples, and red flags for each item to help teachers interpret expectations accurately.

The teacher evaluation process was structured into five distinct and developmental stages, carried out progressively over the school year:

1. **Goal Setting (Term 1)**
2. **Self-Evaluation and Mid-Year Review (Term 2)**
3. **Peer Observations (Term 2)**
4. **Targeted Observations and Mock Inspection (Term 3)**
5. **Final Evaluation and Evidence Portfolio (Term 3 – June)**

Additionally, in Term 3, a **digital competency self-assessment survey** was administered to all teachers. This survey evaluated individual proficiency across key areas of digital teaching and instructional technology. The results not only informed the evaluation process but also provided valuable insight for planning next year's professional development strategy and technology integration efforts.

This comprehensive, staged approach ensured ongoing feedback, self-reflection, peer learning, and accountability—all essential for improving instructional quality across a growing teaching body. The following section provides a detailed analysis of each stage of the evaluation cycle, drawing from documentation, feedback, and observed outcomes.

2. ANALYSIS OF THE TOOL AND EXPECTATIONS

The revised Teacher Evaluation Tool at the Spanish School of Abu Dhabi (SSAD) for the 2024–2025 academic year represents a major step forward in aligning performance evaluation with UAE inspection standards. It serves not only as an assessment instrument but also as a developmental framework that defines clear expectations and provides structured support for teacher growth.

2.1. Structure and Domains

The tool evaluates teacher performance across six core domains:

1. **School Philosophy and UAE National Identity**
2. **Classroom Environment**
3. **Teaching for Effective Learning**
4. **Student Engagement and Learning Skills**
5. **Assessment and Evaluation**
6. **Professional Responsibilities**

Each domain is broken down into specific indicators, with detailed descriptions that include:

- **What is expected**
- **How it looks like in practice**
- **Red flags that indicate underperformance**

Each item is scored on a scale from 1 (Very Weak) to 6 (Outstanding), with total possible scores for each domain contributing to a final overall score out of 246 points.

2.2. Strengths of the Tool

- **Alignment with National Frameworks:** The tool explicitly mirrors ADEK's and MOE's standards, using language, criteria, and priorities consistent with those of UAE regulators.
- **Depth and Clarity of Expectations:** The accompanying **guidelines document** provides a practical breakdown of each indicator. Teachers are not only told *what* is expected, but *how* it should look like in the classroom, and *what behaviors or omissions* could undermine effectiveness.
- **Inclusion of Professionalism and Community Engagement:** The sixth domain goes beyond instructional capacity, evaluating aspects such as teamwork, leadership, communication with parents, compliance with institutional norms, and commitment to professional development.
- **Holistic Student Perspective:** Domains IV and V focus directly on student behaviors and outcomes — engagement, learning skills, and progress — linking teacher performance to tangible student impact.
- **Integration of Safeguarding and Digital Competence:** Expectations around **student well-being, safety, and digital integration** are explicitly embedded, with the Term 3 digital skills survey further extending this evaluation to map future development priorities.

2.3. Use of the Tool in the Evaluation Process

The tool is used progressively throughout the year, allowing teachers to:

- **Set personal goals per domain** (Term 1)
- **Conduct self-evaluation and peer reviews** (Term 2)
- **Undergo formal observations using the same indicators** (Terms 2 and 3)
- **Present evidence and portfolios as proof of growth** (Term 3)

This staged approach reinforces **transparency**, **professional dialogue**, and **accountability**, especially as each meeting and observation cycle is followed by structured feedback and reflection sessions.

2.4. Challenges Identified in Implementation: Despite the strong structure and relevance of the tool, some challenges have emerged:

- **Inconsistent understanding of expectations:** New teachers, especially those unfamiliar with UAE systems, required additional support to understand the performance indicators and the level of evidence required.
- **Variability in evidence submission:** During final evaluations, some teachers presented comprehensive portfolios while others offered verbal explanations only. This highlighted the need for clearer, ongoing expectations for evidence collection.
- **Workload impact:** The tool's depth, while beneficial, is also demanding. Ensuring all aspects are meaningfully addressed requires careful coordination with ongoing teaching duties and it also seems very time consuming for SLT.

2.5. Recommendations for Further Enhancement

- **Mandatory Portfolio Development Throughout the Year:** Teachers should begin evidence collection early and document performance continuously across domains to ensure depth and consistency in the final evaluation.
- **Quarterly Training and Calibration Workshops:** These sessions will help standardize scoring among SLT members and ensure common understanding of "what good looks like" for each indicator.
- **Digital Integration:** Incorporate the evaluation tool into a centralized digital platform to streamline scoring, comments, evidence uploads, and feedback tracking.
- **Expand Peer Review Training:** Provide teachers with guidance on how to give constructive feedback during peer observations, reinforcing mutual professional growth.

3. TERM 1: GOAL SETTING AND INITIAL OBSERVATIONS

3.1. Individualized Goal Setting Process

At the beginning of the academic year, teachers at the Spanish School of Abu Dhabi engaged in a structured goal-setting process designed to foster ownership, alignment, and professional growth. Each teacher was asked to reflect on the six core domains of the school's revised evaluation framework and define **personalized improvement goals** within each domain:

1. School Philosophy & UAE National Identity
2. Classroom Environment
3. Teaching for Effective Learning
4. Student Engagement & Learning Skills
5. Assessment & Evaluation
6. Professional Responsibilities

To facilitate this process, a **standardized goal-setting template** was provided to all staff. This template required teachers to articulate:

- A concrete **improvement goal** per domain
- **Action steps** to achieve the goal
- A **timeline** for implementation
- **Key Performance Indicators (KPIs)** to measure progress

Each teacher completed the form and submitted it to their assigned SLT reviewer. Between **October and November**, the Senior Leadership Team held **individual meetings** with every teacher. These sessions were critical for:

- Clarifying expectations and timelines
- Ensuring that goals were realistic, measurable, and aligned with school priorities
- Supporting new staff unfamiliar with the UAE context or inspection standards
- Discussing how success would be documented and what types of **evidence** would be expected later in the year

This process fostered a **culture of ownership and accountability**, laying a clear foundation for future reflection and evaluation.

3.2. Walkthroughs and Coaching Support

In parallel with goal setting, the SLT initiated **instructional walkthroughs** across all classrooms during Term 1. These short, informal visits allowed leaders to observe teaching practices in action and assess the general climate of learning. Key features of this phase included:

- Focus on real-time classroom dynamics, without formal scoring
- Emphasis on visibility of learning objectives, student engagement, differentiation, and classroom culture
- Immediate **verbal feedback** provided to the teacher after each visit to reinforce a developmental approach

Importantly, an **external instructional consultant** also participated in walkthroughs during the entire school year, starting in term 1. This external voice brought an additional level of calibration and objectivity and provided professional development insights—particularly for newer staff members and those teaching in specialist or inclusion settings.

Although these walkthroughs were non-evaluative in nature, they offered valuable opportunities for formative dialogue, early intervention, and reinforcement of school-wide teaching standards.

3.3. Supporting Tools and Alignment

The tools developed and shared with staff during Term 1 were central to the consistency and clarity of the evaluation cycle:

- The **Teacher Goal Setting Template** encouraged intentional planning, broken into actionable steps and measurable outcomes. By requiring KPIs, it shifted goal setting from vague intentions to structured professional development roadmaps.
- The **Lesson Observation Form** provided clear rubrics and performance criteria across five instructional domains:
 1. Lesson Planning & Preparation
 2. Classroom Environment
 3. Teaching for Effective Learning
 4. Student Engagement & Learning Skills
 5. Assessment & Evaluation

This form also included contextual prompts such as classroom demographics, teacher/student interaction ratios, and layout sketches. While not used for formal evaluation in Term 1, it was shared with teachers to set transparent expectations ahead of Term 2 observations.

Together, these instruments built coherence across the entire performance management process, supporting **goal alignment, instructional improvement, and feedback quality**.

3.4. Recommendations for Improvement

To further strengthen the Term 1 phase of the evaluation process, the following enhancements are recommended:

- **Integrate a mid-year progress column** in the goal-setting template, allowing teachers to reflect on their own growth and update action plans mid-cycle.
- Provide **SMART goal examples and KPI libraries** to guide teachers in setting stronger, more impact-oriented goals—particularly useful for teachers new to the UAE or to performance-based evaluation systems.
- Incorporate a **teacher reflection section** in the walkthrough or observation forms, prompting them to respond to feedback and plan next steps.
- Use a **digital dashboard or evidence portfolio platform** (e.g., Google Drive, Notion, or an LMS) for teachers to upload progress evidence over time, increasing transparency and ensuring evaluation is evidence-based.
- Expand use of **quantitative metrics** (e.g., reduction in teacher talk time, increase in student collaboration) to track instructional shifts and reinforce data-driven growth.

4. TERM 2: SELF-EVALUATION, FULL OBSERVATIONS, AND MID-YEAR REVIEW

4.1. Self-Evaluation and Reflection

In Term 2, all teachers completed a formal **self-evaluation** using the same instrument applied by the Senior Leadership Team (SLT) for mid-year performance reviews. This comprehensive tool required reflection across six key domains and was designed to deepen teachers' understanding of the expectations defined in the UAE teaching framework.

The process was both reflective and strategic. It allowed teachers to:

- Internalize the descriptors and performance indicators used by the school
- Gain a clearer understanding of how their practices aligned with institutional expectations
- Prepare more effectively for the final evaluation, including the collection of supporting evidence

Each teacher submitted their completed self-evaluation **prior to the mid-year review**. In parallel, SLT members carried out their own performance assessment, using lesson observations, walkthrough notes, and classroom documentation. Importantly, the SLT **did not consult the teacher self-evaluations beforehand**, ensuring that their judgments remained objective and independent.

These two evaluations—teacher self-assessment and SLT mid-year evaluation—were then **compared during the formal review meetings** held in **February–March**. In the vast majority of cases, there was **close alignment**, and many teachers rated themselves slightly lower than the SLT, demonstrating healthy self-awareness and a genuine desire for improvement. In a few instances, however, teachers **overestimated their performance**, which revealed gaps in understanding what constitutes evidence of high-quality practice. These cases were addressed sensitively during the review, providing opportunities for professional dialogue and clarification of expectations.

4.2. Full Observations and Mid-Year Review

Concurrently, SLT members conducted **formal, announced lesson observations** using the standardized **Lesson Observation Form** shared earlier in the year. These evaluations focused on:

- Lesson planning and delivery
- Differentiation and support for diverse learners
- Student engagement and classroom management
- Use of formative assessment and feedback strategies

The process followed a structured format:

- Teachers were informed in advance and invited to submit their lesson plans
- SLT observers conducted in-class observations using the agreed rubric
- Immediate, individualized **feedback sessions** were held after each observation

Based on the evidence collected during these sessions—and in combination with prior walkthroughs and submitted documentation—each SLT member finalized a **mid-year evaluation** for the teacher they were assigned. This evaluation did not include teacher self-ratings until after it was completed, preserving its integrity.

All findings were then brought into the **February–March review meetings**, where both the SLT's and the teacher's evaluations were presented **side-by-side**. This dual perspective enabled:

- Transparent, two-way dialogue about instructional quality
- Objective analysis of strengths and growth areas
- Clear alignment of next steps and performance expectations for Term 3

These conversations not only reinforced accountability, but also strengthened mutual trust and understanding between teachers and school leaders. The process was widely recognized as fair, supportive, and growth-oriented, with most teachers leaving the meetings **re-motivated** and more aware of how to improve both instructional practice and student learning outcomes.

4.3. Observation Trends and Targeted Feedback

The anonymized data from all full observations were compiled and analyzed, producing a **diagnostic report** that identified domain-specific strengths and gaps across the faculty. This data was then used to:

- Provide **feedback to the teaching community**
- **Highlight institutional patterns** (e.g., strengths in classroom environment, weaknesses in assessment differentiation)
- Define the **focus areas for Term 3 targeted observations**

This institutional diagnosis, supported by observation notes and performance data, represented a **data-informed milestone** in the professional development cycle.

4.4. Peer Observations and Instructional Rounds

A significant innovation introduced in Term 2 was the structured **Peer-to-Peer Observation Program**. Each teacher was required to observe **four colleagues**, with deliberate criteria guiding the selection:

1. A colleague within the same level
2. A colleague teaching the same subject
3. A colleague teaching the same students but a different subject
4. A model teacher excelling in the observer's identified area of improvement

Teachers used the **Peer Observation Form** to record classroom strengths across five domains. They also completed a **short reflection**, identifying insights or techniques they could incorporate into their own practice.

To ensure the success of this peer learning process, a **practical workshop** was conducted in February prior to the start of observations. This professional development session focused on:

- Reviewing the **Observable Elements** aligned with UAE Inspection Framework standards (especially for Standards 1 and 3)
- Comparing the expectations of **ADEK's Irtiqa framework and the Spanish LOMLOE**
- Identifying **key teaching practices** that promote measurable student learning and engagement
- Enhancing teachers' ability to recognize **high-impact practices** and give **constructive peer feedback**

Teachers responded positively to this initiative, noting that it helped clarify expectations, **demystify lesson observations**, and foster a stronger sense of professional collaboration. Many expressed the desire to **repeat or expand** the peer observation cycle in future years.

4.5. Recommendations and Enhancements

To further refine and institutionalize the successful Term 2 practices, the following improvements are proposed:

- **Integrate peer observation insights** into the teacher's portfolio or mid-year review, formally linking peer feedback to professional growth.
- Develop a **rubric for self-evaluation scoring calibration**, ensuring consistency in how teachers self-assess across departments.
- Include a **"growth tracking" section** in the observation form that references the teacher's Term 1 goals and reflects progress made.
- Provide **micro-PD sessions** targeting the most commonly identified areas for improvement (e.g., differentiation, formative assessment, use of questioning).
- Expand the **"Observable Elements" matrix** with bilingual examples and real student work samples to further support teachers from diverse systems.

5. TERM 3: TARGETED OBSERVATIONS, DIGITAL COMPETENCE, AND FINAL EVALUATION

5.1. Targeted Observations Based on Performance Trends

At the conclusion of Term 2, the SLT analyzed results from **46 formal classroom observations**, identifying patterns of performance across all five instructional domains. While the overall ratings showed steady development, the data revealed **specific areas needing targeted reinforcement**, which became the foundation for the **Term 3 targeted observation strategy**.

In response, a **refined rubric** was developed to focus short observations on key underdeveloped indicators across the following domains:

1. **Lesson Planning and Preparation** – particularly the clarity and use of learning objectives and success criteria
2. **Classroom Environment** – with emphasis on behavior management and the purposeful use of space and routines
3. **Teaching for Effective Learning** – including differentiation, student challenge, and evidence of progress within the lesson
4. **Student Engagement and Learning** – focusing on student collaboration, independence, and real-world application
5. **Assessment and Evaluation** – prioritizing formative assessment practices, including peer and self-assessment

The revised rubric shifted the approach from comprehensive evaluations to **micro-observations**, targeting the specific elements most in need of improvement. These included:

- Consistent reference to **success criteria** throughout lessons
- Visible **differentiation strategies** to support diverse learners
- Integration of **formative assessment tools** beyond questioning (e.g., exit slips, rubrics)
- **Student agency** through independent tasks and peer dialogue
- Use of **digital tools** by students, not just by the teacher

These visits were intentionally brief, often 15–20 minutes, and were **unannounced**, mirroring external inspection procedures. Following each visit, observers provided **immediate, focused feedback**, allowing teachers to reflect and implement changes in real time.

According to the analysis in the **Term 3 observation report**, this targeted approach led to measurable improvements in performance:

- Teachers showed **greater consistency** in lesson planning and alignment with objectives
- **Behavior management** and routines improved in classrooms that had previously struggled
- Differentiation and formative assessment became more **visible and intentional**
- There was **noticeable progress** in student collaboration and autonomy

Notably, the rubric's design allowed for **trend monitoring**, enabling the SLT to verify whether Term 2 feedback had been internalized and whether individual growth areas had been addressed.

This model demonstrated that **focused, frequent, and feedback-driven observation**—combined with clear rubrics—can accelerate professional growth. It also helped SLT identify remaining outliers and plan final evaluation conversations based on evidence of **actual implementation**, not just intent.

5.2. Mock Inspection and Institutional Calibration

In **June 2025**, the Spanish School of Abu Dhabi conducted a **school-wide mock inspection** in partnership with Learning Key Education. This simulated evaluation replicated the **ADEK Irtiqaa framework**, combining structured lesson observations, leadership interviews, learning walks, and student voice panels. The exercise was designed to:

- **Test the school's readiness** against external inspection standards
- **Calibrate internal SLT evaluations** using the same observation protocols and success criteria
- **Provide teachers with actionable, standards-based feedback** ahead of the final evaluation cycle

The mock inspection reinforced many of the performance expectations and classroom practices introduced through the peer observation cycle and the Term 2 standards workshop. The visiting inspection team, composed of UAE and UK-trained evaluators, observed approximately 38 lessons across all phases and provided detailed, criteria-based feedback for both teachers and leaders.

Emerging Strengths Identified

- Strong student–teacher relationships and positive behavior across phases
- Evidence of **formative assessment**, particularly in KG and English
- Increasing integration of **verbal feedback and peer support**, especially in Grade 5 and ELE
- Highly supportive learning environments in KG and early grades
- A culture of reflection and dialogue fostered by ongoing professional development

Key Areas for Development

- **Inconsistency in lesson quality**, particularly in the use of questioning, challenge, and student-led inquiry
- Over-reliance on teacher talk in some subjects, limiting student agency and engagement
- **Insufficient planning for differentiation and real-world learning connections**, particularly in Math and Arabic A
- Limited use of **student self-assessment and constructive written feedback** in most classes
- Underutilization of **technology as a student-driven learning tool**, despite availability

Importantly, the mock inspection highlighted how specific classroom adjustments—such as the use of rubrics, higher-order questioning, and collaborative learning structures—could lead to rapid improvement in teaching quality across the school. These findings directly informed the **final round of targeted observations**, portfolio development, and the broader school development plan.

While the full breakdown and strategic response to the inspection findings are included in **Part 9 of this report, dedicated to the SEF**, the mock inspection served as a critical mirror for the institution—affirming many positive developments while identifying the next phase of pedagogical growth.

5.3. Final Evaluation and Portfolio Review

The **final teacher evaluation** phase involved an individual meeting with each teacher, where their **Term 2 evaluation** was revisited. Teachers were asked to present **evidence portfolios** demonstrating how they addressed their improvement goals and feedback areas. This included:

- Student work samples
- Lesson plans
- Videos or photos of instructional practices
- Assessment data demonstrating student progress
- Peer or self-reflection notes

While some teachers submitted detailed, well-structured portfolios, others lacked sufficient documentation or relied solely on verbal accounts. This inconsistency highlighted a key gap: the **absence of systematic portfolio development throughout the year**.

Key Takeaways and Lessons Learned

- Teachers who collected evidence continuously were better able to showcase their growth.
- In some cases, **lack of concrete evidence** (e.g., lesson artifacts or assessment data) made it difficult to validate claimed improvements.
- There was a clear need to integrate **student performance data** into teacher evaluations to ensure accountability for impact.

Process Adjustment for 2025–2026:

Moving forward, only observable practices and **evidence-based claims** will be considered valid during evaluations. Teachers will be required to:

- **Begin portfolio compilation at the start of the year**
- Maintain digital or physical logs of relevant teaching evidence
- Align portfolio entries with their goal-setting and feedback cycle

5.4. Digital Competence Self-Assessment: Insights and Next Steps

As part of the broader instructional review, a **Digital Competence Self-Assessment** was administered to all teachers in Term 3. The results revealed the following key patterns:

Strengths

- **High integration** of Google Classroom (74%) and AI tools (71%) across most classrooms
- Strong **adaptability** and willingness to adopt new technologies
- Active use of **interactive materials** such as quizzes, multimedia presentations, and digital whiteboards

Areas for Growth

- Limited use of apps like **Edpuzzle**, **CapCut**, and **Genially** for formative assessment and content creation
- Inconsistent student use of devices for **independent learning or formative feedback**
- Identified need for stronger technical support and **training on gamification and AI**

Next Steps

A differentiated digital training plan has been proposed for 2025–2026:

- **Tiered PD Tracks:** Basic, Intermediate, Advanced
- Individual mentoring and coaching for teachers needing additional support
- A **shared online resource hub** with tutorials and best practices
- Repeat self-assessment in January 2026 to track growth and adjust training plans accordingly.

6. FINAL OBSERVATIONS AND CONCLUSIONS

The 2024–2025 academic year marked a pivotal stage in the institutional maturity of the Spanish School of Abu Dhabi, as it consolidated its growth as a medium-sized school while laying the groundwork for sustained improvement through structured evaluation, strategic planning, and collaborative leadership development.

The full revision of the teacher performance evaluation system was not merely procedural, but transformational. By aligning closely with UAE inspection standards and embedding accountability, the school established a clear and progressive culture of instructional improvement grounded in evidence, reflection, and professional dialogue.

Key developments included:

- **Standardized goal-setting** across all domains, paired with individual coaching and feedback
- A performance review cycle that emphasized **ongoing observation**, reflection, and targeted feedback
- **Introduction of peer observation** and guided instructional analysis, empowering teachers to learn from one another and calibrate expectations
- **Use of diagnostics** to define observation priorities and shape school-wide pedagogical focus
- Implementation of a **mock inspection** and a robust final evaluation process including evidence portfolios

The cycle was further strengthened by the first **digital competence self-assessment**, providing a clear picture of staff readiness and identifying specific development needs related to instructional technology, gamification, AI integration, and assessment tools.

Moving forward, the school will:

- **Institutionalize portfolio development** from the beginning of the year to ensure that all teachers are held accountable through evidence-based practices
- Introduce **tiered digital training**, individualized mentoring, and a centralized resource bank to support teaching innovation
- Enhance alignment between **teacher goals, observed classroom practices, and student outcomes** as core indicators of performance
- Expand the use of **student progress data** as a criterion for professional effectiveness and growth

By combining a structured framework with personalized support and professional inquiry, the teacher evaluation model has evolved into a key driver of excellence and coherence in the teaching and learning process at SSAD.

Documents Attached:

1. Teacher Performance Evaluation Form and Guidelines
2. Lesson Observation Form: Terms 1 and 2
3. Teacher Goal Setting Template Form
4. Observable Elements from UAE Framework for Teachers
5. Peer-to- Peer Observation Form
6. Targeted Lesson Observation Form: Term 3
7. Compilation of Results of Classroom Observations
8. Results of the Teacher Digital Competence Evaluation

TEACHER FINAL EVALUATION FORM 2024-2025



Teacher's name: _____
 AREA/STAGE: _____
 School Year: 2024-2025

Outstanding=6 . Very Good=5 Good=4 Acceptable =3 Weak=2 Very Weak=1

Domain I: School Philosophy and UAE National Identity

1	Accepts and shares the school's vision, mission and values	0
2	Contributes to the integration of the UAE national identity into the curriculum and the school culture	0
3	Supports the school's efforts to form a strong community	0
4	Actively participates and engages in school projects, programs, events and activities	0
5	Contributes to enhancing and implementing new initiatives across the school	0
6	Promotes the development of students' personal and social responsibility, well-being, and safeguarding	0
TOTAL POINTS FOR THIS DOMAIN		0

COMMENTS: _____

Domain II: Classroom Environment

1	Creates an environment of respect and rapport	0
2	Establishes a culture of learning	0
3	Classroom layout supports teaching and learning and space is effectively organized	0
4	Manages students behavior effectively	0
5	Manages classroom procedures and routines effectively	0
6	Displays student work to make learning evident	0
TOTAL POINTS FOR THIS DOMAIN		0

COMMENTS: _____

Domain III: Teaching for Effective Learning

1	Shows Knowledge of the subject (s) taught and how students learn them	0
2	Implements a student-centered learning approach	0
3	Creates well-designed and engaging lesson plans that use time and resources efficiently	0
4	Establishes and communicates high expectations, selecting appropriate learning outcomes to provide stretch and challenge for all students	0
5	Demonstrates knowledge of students by implementing teaching strategies to meet the needs of individuals and groups of students	0
6	Develops students' critical thinking, problem-solving, innovation and independent learning skills	0
7	Uses effective questioning and discussion techniques to promote dialogue and debate in class	0
8	Incorporates technology to enhance teaching and enable authentic learning experiences	0
TOTAL POINTS FOR THIS DOMAIN		0

COMMENTS: _____

Domain IV: Student Engagement and Learning Skills

1	Students are engaged and take responsibility for their own learning, making effective use of metacognitive strategies	0
2	Application of learning to the real world and connections between different areas of learning are evident in class	0
3	Students interact and collaborate effectively working in pairs and in groups	0
4	Students demonstrate highly effective communication skills	0
5	Students use enquiry and research skills effectively	0
6	Students use learning technologies independently and effectively	0
TOTAL POINTS FOR THIS DOMAIN		0

COMMENTS: _____

Domain V: Assessment and Evaluation

E

1	Learning is assessed permanently and systematically and is fully aligned with the curriculum standards	0
2	Applies diagnostic, formative, and summative assessments to inform instruction, enhance teaching, and modify the curriculum	0
3	Uses a variety of assessment techniques and tools to monitor and support students' progress and learning	0
4	Self-assessment and peer assessment practices are embedded in the teaching and learning process	0
5	Supports all students, including those with language barriers, those who are gifted and talented, and those with special educational needs	0
6	Provides personalized feedback to students that is systematic, comprehensive, and constructive	0
7	Analyzes assessment data effectively to monitor and support students' progress	0
TOTAL POINTS FOR THIS DOMAIN		0

COMMENTS:

Domain VI: Professional Responsibilities

E

1	Systematically reflects on instructional and professional practices seeking self-improvement	0
2	Reacts appropriately to constructive criticism, understanding the need to grow professionally	0
3	Maintains accurate records and complies with all required administrative tasks within deadlines fulfilling the outlined expectations	0
4	Establishes effective and respectful communication with parents to build trust and good rapport	0
5	Is a team player who works well with colleagues, administration and support staff, contributing to a positive work environment	0
6	Contributes professionally to the school community displaying leadership when appropriate and/or required	0
7	Shows commitment to ongoing professional development related to student learning, curriculum needs or any other topics as required	0
8	Demonstrates professionalism complying with MOE Code of Conduct for Education Professionals, SSAD HR Handbook, norms and procedures	0
TOTAL POINTS FOR THIS DOMAIN		0

COMMENTS:



MID-YEAR TEACHER EVALUATION SUMMARY:

MID-YEAR TEACHER EVALUATION SUMMARY:									
SELF-EVALUATION RESULTS					SCHOOL EVALUATION RESULTS				
		Maximum score possible	Score obtained	Score out of 100			Maximum score possible	Score obtained	Score out of 100
Domain I:	School Phylosophy and UAE National Identity	36	0	0	Domain I:	School Phylosophy and UAE National Identity	36	0	0
Domain II:	Classroom Environment	36	0	0	Domain II:	Classroom Environment	36	0	0
Domain III:	Teaching for Effective Learning	48	0	0	Domain III:	Teaching for Effective Learning	48	0	0
Domain IV:	Student Engament and Learning Skills	36	0	0	Domain IV:	Student Engament and Learning Skills	36	0	0
Domain V:	Assessment and Evaluation	42	0	0	Domain V:	Assessment and Evaluation	42	0	0
Domain VI:	Professional Responsibilities	48	0	0	Domain VI:	Professional Responsibilities	48	0	0
TOTAL AVERAGE		246	0	0	TOTAL AVERAGE		246	0	0

FINAL- SCHOOL EVALUATION RESULTS

		Maximum score possible	Score obtained	Score out of 100
Domain I:	School Phylosophy and UAE National Identity	36	0	0
Domain II:	Classroom Environment	36	0	0
Domain III:	Teaching for Effective Learning	48	0	0
Domain IV:	Student Engament and Learning Skills	36	0	0
Domain V:	Assessment and Evaluation	42	0	0
Domain VI:	Professional Responsibilities	48	0	0
TOTAL AVERAGE		246	0	0

Domain I: School Philosophy and UAE National Identity

1. Accepts and shares the school's vision, mission and values

Expectations:

- Demonstrates a thorough understanding of the school's vision, mission and values
- Actively communicates the school's vision and mission to students and colleagues and actions clearly reflect the school's values.
- Aligns teaching practices and classroom activities with the school's goals.

How it looks like:

- Visibly displays the school's vision, mission and values in the classroom and refers to them in class discussions and school meetings
- Develops lesson plans and activities that clearly reflect the school's goals.
- Inspires students, colleagues and parents to embrace the school's vision, mission and values.

Red Flags:

- Does not display the the school's vision, mission and values, rarely mentions them in class or meetings and/ or is not able to refer to them when asked.
- Shows a lack of understanding or commitment to the school's goals.
- Fails to align teaching practices with the school's vision, mission and values.

2. Contributes to the integration of the UAE national identity into the curriculum and the school culture

Expectations:

- Integrates UAE national identity, into lesson plans and classroom activities.
- Promotes UAE cultural awareness and appreciation for UAE national identity and agenda among students and parents.
- Participates in school events that celebrate UAE heritage, values, traditions and national agenda.

How it looks like:

- Designs projects and activities that highlight UAE culture, heritage, values and national agenda, including sustainability, volunteering and global understanding.
- Encourages students to explore and appreciate the UAE national identity.
- Actively participates in and supports cultural events, celebrations, programs and project that promote the UAE national identity.

Red Flags:

- Neglects to incorporate UAE national identity in teaching, including sustainability, volunteering and global understanding.
- Displays a lack of effort to promote, understand and respect UAE cultural awareness and national identity.
- Does not participate in or support cultural events, celebrations, programs and projects that enhance the UAE national identity.

3. Supports the school's efforts to form a strong community

Expectations:

- Builds positive relationships with students, parents, and colleagues.
- Willingly participates in community-building activities and events.
- Fosters a sense of belonging and inclusivity within the school community.

How it looks like:

- Establishes strong, supportive relationships with all stakeholders.
- Actively engages in activities that strengthen the school community
- Creates an inclusive classroom environment where all students feel valued.

Red Flags:

- Struggles to build relationships with students, parents, and colleagues.
- Does not participate in or support community-building activities.
- Fails to create an inclusive classroom environment.

4. Actively participates and engages in school projects, programs, events and activities**Expectations:**

- Shows enthusiasm and commitment to participating in school activities.
- Encourages student involvement in school projects and events.
- Collaborates with colleagues to plan and execute school programs.

How it looks like:

- Regularly participates in school events and takes leadership roles in organizing them.
- Motivates students to get involved in school projects and activities.
- Works effectively with colleagues to ensure the success of school programs.

Red Flags:

- Rarely attends or engages in school activities.
- Demonstrates a lack of interest or initiative in school programs.
- Fails to collaborate with colleagues on school projects.

5. Contributes to enhancing and implementing new initiatives across the school**Expectations:**

- Provides innovative ideas for school improvement.
- Is actively involved in the development and implementation of new initiatives.
- Supports and promotes new initiatives among students and staff.

How it looks like:

- Suggests and helps to develop new initiatives that align with the school's vision.
- Actively participates in pilot programs and provides constructive feedback.
- Champions new initiatives, encouraging others to embrace and support them.

Red Flags:

- Resistant to change or new ideas.
- Fails to contribute to or support new initiatives.
- Shows reluctance to participate in pilot programs or provide feedback.
-

6. Promotes the development of students' personal and social responsibility, well-being, and safeguarding**Expectations:**

- Encourages students to take responsibility for their actions.
- Integrates character education, well-being, and safeguarding principles into teaching practices.
- Actively monitors and addresses any safeguarding concerns.

How it looks like:

- Designs and implements activities and discussions that foster personal and social responsibility.
- Promotes student well-being and raises awareness of safeguarding issues.
- Creates a supportive environment where students feel safe and valued, ensuring compliance with safeguarding policies.

Red Flags:

- Ignores or fails to address and report issues of personal and social responsibility, well-being, and safeguarding.
- Does not integrate character education or safeguarding principles into teaching.
- Shows a lack of awareness or negligence regarding student well-being and safeguarding policies and practices.

Domain II: Classroom Environment

1. Creates an environment of respect and rapport

Expectations:

- Fosters mutual respect between teacher and students.
- Establishes a positive rapport with and among students.
- Addresses disrespectful behavior promptly and effectively.

How it looks like:

- Demonstrates consistent respect for all students, acknowledging cultural differences and leading by example. As a result, students feel valued and respected.
- Creates a welcoming and inclusive classroom atmosphere. Consequently, students feel safe and supported, which enhances their willingness to take academic risks and collaborate with peers.
- Effectively manages conflicts, promoting a culture of mutual respect. This leads to students developing strong interpersonal skills and learning to resolve conflicts respectfully and constructively.

Red Flags:

- Is perceived to display favoritism or biased behavior, resulting in students feeling undervalued or marginalized, which can negatively impact their engagement and motivation.
- Fails to address disrespectful behavior, leading to a hostile or uncomfortable classroom environment where students may feel unsafe and unwilling to participate.
- Creates a tense or unwelcoming classroom environment, causing students to be reluctant to engage, collaborate, or express their ideas-

2. Establishes a culture of learning

Expectations:

- Encourages a growth mindset and lifelong learning.
- Sets high expectations for all students.
- Promotes a love of learning through engaging and challenging activities.

How it looks like:

- Consistently communicates high expectations and supports students in meeting them. As a result, students are motivated to achieve their best and develop a strong belief in their abilities.
- Uses a variety of teaching strategies to engage students. Consequently, students are actively involved in their learning, demonstrating curiosity and enthusiasm for the subject matter.
- Celebrates student successes and efforts regularly, reinforcing a positive attitude towards learning. This leads to students feeling recognized and valued, which boosts their confidence and encourages continuous effort.

Red Flags:

- Sets low expectations for students, leading to a lack of motivation and poor academic performance.
- Relies on monotonous or uninspired teaching methods, causing students to become disengaged and uninterested in the subject matter.
- Fails to recognize or celebrate student achievements, resulting in students feeling undervalued and unmotivated to strive for success.

3. Classroom layout supports teaching and learning, and space is effectively organized

Expectations:

- Arranges the classroom to facilitate learning and interaction.
- Ensures that resources and materials, including lesson vocabulary, are accessible and well-organized.
- Establishes clear routines so students know where things are and can function independently.

How it looks like:

- Creates a flexible and functional classroom layout that enhances learning. As a result, students can move around the classroom easily, interact with peers, and access resources efficiently, which promotes active and collaborative learning.
- Keeps the classroom neat and organized, with materials, resources and vocabulary readily available and clearly displayed. Consequently, students can quickly find what they need, reducing downtime and allowing them to focus on their learning tasks.
- Maintains clear routines that enable students to work independently without relying heavily on the teacher. This leads to students developing self-management skills and a sense of responsibility, contributing to a more autonomous learning environment.

Red Flags:

- Has a cluttered or disorganized classroom, leading to confusion and distractions that hinder student learning and productivity.
- Fails to provide accessible resources, materials, or display lesson vocabulary, causing students to struggle to find what they need and wasting valuable instructional time.
- Does not establish clear routines, causing students to frequently rely on the teacher for basic classroom functions, which limits their ability to work independently and hampers their development of self-management skills.

4. Manages student behavior effectively

Expectations:

- Implements a fair and consistent behavior management plan.
- Uses positive reinforcement and corrective feedback.
- Addresses behavior issues promptly and respectfully.

How it looks like:

- Maintains a positive classroom environment with minimal behavior issues by implementing a fair and consistent behavior management plan.
- Uses a variety of strategies to support positive behavior, including positive reinforcement and corrective feedback. Consequently, students are motivated to exhibit good behavior, leading to a more conducive learning environment.
- Involves students in setting behavior expectations and consequences, promoting a sense of ownership and responsibility. This leads to students understanding and adhering to behavioral expectations.

Red Flags:

- Allows behavior issues to disrupt learning, causing a negative impact on the classroom environment and student learning.
- Uses punitive measures inconsistently or excessively, leading to student resentment and lack of trust, which can hinder effective classroom management.
- Fails to provide positive reinforcement for good behavior, resulting in students feeling unrecognized and unmotivated to maintain positive conduct.



5. Manages classroom procedures and routines effectively

Expectations:

- Establishes clear procedures and routines from the start of the school year.
- Communicates expectations clearly and consistently so that students know what to do at all times.
- Regularly reviews and reinforces procedures, making adjustments as necessary.

How it looks like:

- Maintains smooth and efficient classroom operations by establishing and reinforcing clear procedures and routines. As a result, students understand what is expected of them, which minimizes confusion and maximizes instructional time.
- Minimizes disruptions through clear and consistent procedures, leading to a focused and orderly learning environment.
- Encourages student accountability for following routines, promoting responsibility promoting self-regulation.

Red Flags:

- Lacks clear procedures and routines, leading to frequent disruptions and a chaotic classroom environment. This results in lost instructional time and reduced student engagement.
- Inconsistently enforces rules and expectations, causing confusion and frustration among students, which can negatively impact their behavior and learning.
- Fails to review and reinforce classroom procedures, leading to a decline in classroom management over time.

6. Displays student work to make learning evident

Expectations:

- Regularly updates displays with current student work that showcases individual efforts and creativity.
- Ensures that displayed work demonstrates a range of challenges and differentiated activities to cater to varying student levels.
- Involves students in selecting and arranging their work for display, promoting ownership and pride.

How it looks like:

- Displays student work prominently and regularly, celebrating achievements and progress. As a result, students feel recognized and valued.
- Reflects a wide range of student abilities and efforts, including challenging tasks and individualized work that is not simply copied from textbooks or printed worksheets. Consequently, students are encouraged to produce original and high-quality work, knowing that their unique contributions are valued and displayed.
- Engages students in the process of selecting and showcasing their work, fostering a sense of ownership and accomplishment. This leads to students taking pride in their work and being more invested in their learning activities.

Red Flags:

- Rarely updates or changes student work displays, leading to students feeling unrecognized and unmotivated.
- Displays only a limited range of student work, often consisting of repetitive or copied activities from textbooks or worksheets, which can cause students to feel their individual efforts are not valued.
- Fails to involve students in the display process, resulting in a lack of ownership and pride in their work, and diminishing their engagement and motivation.

Domain III: Teaching for effective learning

1. Shows knowledge of the subject(s) taught and how students learn them

Expectations:

- Demonstrates a deep understanding of the subject matter.
- Understands and effectively applies active teaching methodologies.
- Stays updated with current trends and research in education.

How it looks like:

- Effectively communicates complex concepts in a clear and understandable manner, leading to students developing a strong understanding of the subject matter and the ability to grasp and apply complex concepts.
- Uses a variety of instructional strategies to meet diverse learning needs, resulting in students experiencing diverse and engaging learning activities that cater to different learning styles and needs.
- Continuously seeks professional development opportunities to enhance subject knowledge and teaching practices, ensuring that students benefit from well-informed and up-to-date teaching practices, which result in better-than-expected progress and achievement.

Red Flags:

- Lacks sufficient knowledge of the subject matter, leading to unclear or incorrect instruction.
- Relies on outdated or ineffective teaching methods, failing to engage students or meet their learning needs.
- Shows little interest in professional growth and development, resulting in stagnant or outdated teaching practices.

2. Implements a student-centered learning approach

Expectations:

- Prioritizes student engagement and active learning.
- Differentiates instruction to accommodate various learning styles and needs.
- Encourages student autonomy and ownership of learning, providing opportunities for student choice.

How it looks like:

- Creates a classroom environment where students are actively involved in their learning, with an appropriate ratio of teacher talk to student talk (70%-60%/ 30%-40%), ensuring students have ample opportunities to speak, discuss, and participate. As a result, students become more engaged and motivated, taking an active role in their learning process and improving their communication skills.
- Uses formative assessments to tailor instruction to student needs, adjusting teaching methods based on ongoing feedback. This leads to students developing critical thinking and problem-solving skills as they participate in discussions and collaborative activities.
- Promotes student choice and voice in learning activities, allowing students to make decisions about their learning paths and projects. Consequently, students gain confidence and autonomy, feeling empowered to take ownership of their learning and express their ideas.

Red Flags:

- Dominates classroom time with teacher-led instruction and excessive teacher talk, limiting student interaction and engagement.

- Fails to consider individual student needs and learning styles, leading to disengagement and lack of progress.
- Provides limited opportunities for student participation and engagement, resulting in passive learning and lack of student ownership.

3. Creates well-designed and engaging lesson plans that use time and resources efficiently

Expectations:

- Develops comprehensive lesson plans, using the template provided, with clearly defined essential questions, learning outcomes, and success criteria including differentiation to cater to diverse student needs.
- Utilizes a variety of resources, including multimedia, technology, and manipulatives, to enhance learning.
- Prepares detailed and robust lesson plans with alternatives to avoid improvisation and ensure smooth transitions.

How it looks like:

- Consistently delivers well-organized and engaging lessons that incorporate detailed and robust lesson plans, using the provided template, with different activities and alternatives. This results in students receiving clear and structured instruction, ensuring that all students meet the learning objectives.
- Integrates multimedia, technology, manipulatives, and other resources to support learning objectives and differentiation. Consequently, students experience a variety of engaging and interactive activities, which cater to their diverse learning styles and needs.
- Ensures adequate time allocation and smooth transitions, avoiding improvisation, and maintaining an optimum instructional pace that keeps students engaged and allows for differentiated instruction. As a result, students benefit from a well-paced learning environment that supports their individual progress and helps them stay focused.

Red Flags:

- Provides poorly planned and disorganized lessons with minimal differentiation and frequent improvisation, leading to student confusion and disengagement.
- Relies heavily on a limited range of resources, resulting in monotonous lessons that fail to engage students or address their diverse needs.
- Struggles with time management, leading to frequent disruptions and a lack of differentiated instruction, causing students to lose focus and fall behind in their learning.

4. Demonstrates knowledge of students by implementing teaching strategies to meet the needs of individuals and groups of students

Expectations:

- Understands individual student strengths, needs, and learning preferences through continuous observation and assessment.
- Adapts teaching methods, materials, and activities to meet diverse student needs and ensure inclusivity.
- Uses data from diagnostic, formative and summative assessments to inform instruction and support student growth effectively.

**How it looks like:**

- Differentiates instruction effectively, using a variety of strategies and resources to support all learners, including those with additional needs and gifted students. This results in students receiving instruction that is tailored to their individual needs.
- Regularly assesses student progress, providing timely feedback and adjusting instruction based on individual and group needs. Consequently, students benefit from targeted support and are able to make continuous progress in their learning.
- Creates personalized learning experiences, incorporating students' interests and learning preferences to enhance engagement and achievement.

Red Flags:

- Applies a one-size-fits-all approach to teaching, disregarding individual differences, leading to student disengagement and lack of progress.
- Fails to use assessment data to guide instruction, resulting in ineffective teaching practices and missed opportunities to support student growth.
- Neglects the individual needs and abilities of students, causing frustration, lack of motivation, and poor academic outcomes.

5. Establishes and communicates high expectations, selecting appropriate learning outcomes to provide stretch and challenge for all students

Expectations:

- Sets ambitious yet achievable goals for all students, considering their individual potential and addressing language barriers.
- Communicates clear learning objectives and success criteria, ensuring all students understand what is expected of them.
- Provides opportunities for all students to be challenged and stretched, tailoring activities to different levels of ability and confidence.

How it looks like:

- Consistently communicates high expectations and supports students in reaching them, fostering a belief in their individual potential and abilities.
- Designs challenging activities that push students to achieve their best, considering their language skills and confidence levels. This leads to students being engaged and stretched, developing their skills and knowledge effectively.
- Celebrates student achievements and progress, reinforcing their self-belief and encouraging continuous improvement.

Red Flags:

- Sets low or unclear expectations for students, potentially leading to the Pygmalion effect where students perform poorly due to low expectations. This results in students not reaching their full potential and becoming disengaged.
- Provides insufficient or inadequate challenge, leading to student disengagement and lack of progress, especially for those struggling with language barriers or gifted and talented students or students with additional learning needs. As a result, they may become bored and lack motivation to learn.
- Fails to recognize or celebrate student accomplishments, diminishing their confidence and motivation. This can result in students feeling undervalued and unmotivated to continue striving for success.

6. Develops students' critical thinking, problem-solving, innovation, and independent learning skills

Expectations:

- Encourages students to think critically, solve problems, and make informed decisions through meaningful learning activities.
- Promotes creativity and innovation while helping students evaluate sources of information and distinguish fact from opinion.
- Fosters independent learning and self-regulation, ensuring students understand instructions and can manage their tasks effectively.

How it looks like:

- Designs and implements activities that require critical thinking, problem-solving, and decision-making, leading to students demonstrating the ability to analyze problems and make informed decisions.
- Encourages students to take risks and think creatively, which results in students showing innovation in their approach to learning tasks and distinguishing between facts and opinions.
- Supports students in developing skills for independent learning and self-regulation, resulting in students managing their tasks and time effectively and forming well-founded judgments.

Red Flags:

- Focuses on busywork or memorization, neglecting critical thinking and source evaluation, which results in students being unable to analyze or solve problems effectively.
- Provides few opportunities for critical thinking or problem-solving, leading to a lack of innovation and independent judgment.
- Fails to promote student independence, resulting in students relying heavily on the teacher and not developing self-regulation or critical thinking skills.

7. Uses effective questioning and discussion techniques to promote dialogue and debate in class

Expectations:

- Employs a variety of question types, including open-ended, probing, and Higher Order Thinking Skills (HOTS) questions, to stimulate critical thinking avoiding answering their own questions or frequently calling on the same students.
- Facilitates rich classroom discussions and debates, teaching students to ask meaningful questions.
- Encourages student participation, diverse viewpoints, and respectful dialogue, providing appropriate waiting/thinking time and ensuring questions are addressed to different students.

How it looks like:

- Consistently uses questioning techniques that provoke thoughtful responses and engage students in deeper thinking, including analysis, synthesis, and evaluation. As a result, students develop strong critical thinking skills and can engage in complex discussions, analyzing and evaluating different perspectives.
- Manages discussions to ensure all students can contribute, fostering an inclusive environment where every voice is heard, and avoiding answering their own questions or frequently calling on the same students. Consequently, students learn to ask insightful questions, enhancing their curiosity and engagement.

- Creates a classroom culture where respectful debate and dialogue are valued, and students are taught to ask and answer questions critically and thoughtfully, providing adequate waiting/thinking time and distributing questions equitably among students. This leads to students feeling confident expressing their ideas and respecting diverse opinions, contributing to a dynamic and inclusive classroom environment.

Red Flags:

- Asks primarily closed-ended or leading questions, limiting student responses and critical thinking opportunities, resulting in shallow understanding and engagement.
- Fails to engage students in meaningful discussions, resulting in passive learning and missed opportunities for developing critical thinking skills. Frequently answers their own questions or neglects student questions without addressing them later.
- Does not foster an environment where diverse opinions are encouraged and respected, leading to a lack of dialogue and debate, frequently calling on the same students causing some students to disengage, feel undervalued and reluctant to participate.

8. Incorporates technology to enhance teaching and enable authentic learning experiences
Expectations:

- Integrates appropriate technology to support learning objectives and promote good research skills.
- Uses digital tools, apps and platforms to create engaging and interactive lessons, providing students with good sources and guiding them on where to look for information and how to stay safe online.
- Prepares students for the digital world by teaching age-appropriate, relevant tech skills, including understanding the role of social media and how to discriminate between good and unreliable sources.

How it looks like:

- Seamlessly integrates technology into daily instruction, using various digital resources such as educational software, apps, platforms and online research tools to enhance learning. As a result, students effectively use technology to support their learning, demonstrating good research skills and the ability to find and evaluate information from reliable sources.
- Encourages students to use the internet effectively for research by providing guidance on reliable sources, evaluating information, and understanding the impact of social media on information quality.
- Teaches students to use technology responsibly and effectively, promoting digital literacy and critical thinking about the sources they encounter. This leads to students becoming digitally literate, understanding the role of social media, and being able to discriminate between credible and unreliable sources.

Red Flags:

- Uses technology inconsistently or inappropriately, without clear educational purpose or connection to learning objectives.
- Relies on technology without providing students with guidance on how to use it effectively for research and learning.
- Fails to teach students about responsible and effective technology use and how to stay safe online, resulting in poor digital literacy and difficulty discerning reliable sources.

Domain IV: Student Engagement and Learning Strategies

1. Students are engaged and take responsibility for their own learning, making effective use of metacognitive strategies

Expectations:

- Students set personal learning goals and monitor their progress.
- Students use self-assessment and reflection to improve their learning.
- Students apply metacognitive strategies to plan, monitor, and evaluate their work.

How it looks like:

- Students regularly reflect on their learning and set meaningful goals. As a result, they are aware of their progress and can identify areas for improvement, which fosters a sense of ownership and responsibility.
- Students demonstrate an ability to self-assess and adjust their learning strategies, allowing them to make informed decisions about their learning processes, which in turn, leads to improved academic performance and increased confidence.
- Students actively engage in learning tasks, showing persistence and initiative. This leads to a classroom environment where students are motivated, participate actively, and demonstrate a strong commitment to their learning goals.

Red Flags:

- Students show little awareness of their learning goals or progress, resulting in a lack of direction and motivation.
- Students rarely use self-assessment or reflection, leading to minimal improvement in their learning strategies and outcomes.
- Students depend heavily on teacher direction without demonstrating initiative, which hinders their development of independent learning skills and reduces their engagement in the learning process.

2. Application of learning to the real world and connections between different areas of learning is evident in the class

Expectations:

- Students relate classroom learning to real-world contexts and problems, appropriate to the developmental level of students.
- Students make connections between different subjects and areas of learning, considering the language proficiency of students.
- Students apply knowledge and skills to interdisciplinary projects, using age-appropriate methods.

How it looks like:

- Students consistently connect classroom concepts to real-world situations, using examples and activities suited to their age and language proficiency. As a result, they see the relevance of their learning and are more engaged and motivated to understand the material.
- Students integrate learning from multiple disciplines in projects and discussions, even with language support. Consequently, they develop a holistic understanding of concepts and can see the interconnections between different areas of knowledge.
- Students show an ability to transfer skills and knowledge across different contexts, applying what they have learned to new and varied situations with guidance as needed. This leads to a deeper understanding and the ability to think critically and creatively across disciplines.

Red Flags:

1. Students struggle to see the relevance of classroom learning to the real world, leading to disengagement and lack of motivation, particularly if the language used is too complex.
2. Students show limited ability to make connections between different subjects, resulting in a fragmented understanding of knowledge, especially if they do not receive support to bridge language gaps.
3. Students have difficulty applying knowledge and skills in new or interdisciplinary contexts, which indicates a lack of deeper understanding and limited critical thinking skills, often exacerbated by insufficient language support.

3. Students interact and collaborate effectively, working in pairs and in groups**Expectations:**

- Students engage in cooperative and collaborative learning activities.
- Students demonstrate respect and active listening in group settings.
- Students contribute ideas and accept feedback constructively.

How it looks like:

- Students work collaboratively to achieve group goals, even if they use simpler language or need more guidance. As a result, they develop teamwork and leadership skills, learning to value and integrate diverse perspectives.
- Students show effective communication and interpersonal skills in group activities, articulating their thoughts and listening to others. Consequently, they enhance their ability to participate actively and constructively, despite language barriers.
- Students resolve conflicts and make group decisions amicably. This leads to a positive and inclusive classroom environment where they feel confident and comfortable working with peers, fostering a supportive community.

Red Flags:

- Students struggle to work effectively in groups or pairs, leading to a lack of collaboration and ineffective group work, especially if language support is not provided.
- Students show a lack of respect or listening skills during group activities, resulting in misunderstandings and conflicts that hinder group progress.
- Students depend on others to complete group tasks, which reduces their engagement and contribution, limiting the development of their collaborative skills.

4. Students demonstrate highly effective communication skills**Expectations:**

- Students communicate ideas clearly and confidently in various forms, considering their language proficiency.
- Students listen actively and respond appropriately in discussions.
- Students use appropriate language and tone in different contexts, adapting to varying language levels.

How it looks like:

- Students articulate their thoughts clearly in spoken and written forms, according to their age and their language proficiency level. As a result, they become more effective communicators, able to convey their ideas and knowledge despite language barriers.

- Students engage in meaningful discussions, providing thoughtful responses, even if they use simpler language. Consequently, they develop strong listening and speaking skills, enhancing their ability to participate actively and constructively in classroom activities.
- Students adapt their communication style to suit the audience and purpose, demonstrating an understanding of context and audience. This leads to more effective and respectful interactions in various settings, accommodating different language levels.

Red Flags:

- Students struggle to express ideas clearly or confidently, leading to misunderstandings and reduced participation in class activities, especially if language support is not provided.
- Students show poor listening skills or fail to engage in discussions, which can hinder their ability to learn from others and contribute to group learning, exacerbated by language differences.
- Students use inappropriate language or tone in communication, which can disrupt the classroom environment and negatively impact peer relationships, highlighting a need for better language support.

5. Students use inquiry and research skills effectively**Expectations:**

- Students formulate questions and hypotheses for investigation, appropriate to their developmental level.
- Students gather and analyze information from various sources, with guidance suited to their age, ensuring they understand the importance of original work and avoiding plagiarism.
- Students present findings in a coherent and organized manner, using age-appropriate formats.

How it looks like:

- Students demonstrate curiosity and initiative in exploring topics, with activities tailored to their developmental stage. As a result, they actively engage in learning and develop an understanding of inquiry-based learning. Teachers encourage original thought and discourage copying and pasting.
- Students use reliable sources to gather accurate information, with support as needed to overcome language and developmental challenges. Consequently, they learn to critically evaluate information, avoid plagiarism, and build age-appropriate research skills that support their academic growth.
- Students present research findings clearly, with well-supported conclusions, using formats appropriate for their age (e.g., drawings, simple presentations, or oral reports). This leads to students developing early communication skills and the ability to organize and present information effectively, reinforcing the importance of presenting their own work.

Red Flags:

- Students show little interest in inquiry or research activities, leading to a lack of engagement and missed opportunities for learning.
- Students struggle to gather or analyze relevant information, which can result in inaccurate or incomplete research findings, especially if appropriate support is not provided.
- Students present disorganized or poorly supported research findings, indicating difficulties in understanding and applying research skills effectively, even at a basic level, and may resort to copying and pasting without understanding the content.

6. Students use learning technologies independently and effectively

Expectations:

- Students utilize technology tools to support and enhance learning, appropriate to their age and language proficiency.
- Students demonstrate digital literacy and responsible use of technology.
- Students integrate technology into projects and presentations in age-appropriate ways.

How it looks like:

- Students use technology confidently and independently to complete tasks, even with simpler tools and platforms suitable for their age. As a result, they develop digital skills and the ability to navigate various digital tools effectively, which also supports students with language barriers by providing visual and interactive aids.
- Students show proficiency in various digital tools and platforms, enhancing their learning experience and enabling them to complete assignments more efficiently and creatively. Consequently, they become adept at using technology to support their learning, regardless of language proficiency.
- Students demonstrate responsible and ethical use of technology, understanding the importance of digital citizenship. This leads to students using technology safely and respectfully, contributing to a positive digital environment, and understanding the role of technology in learning and communication.

Red Flags:

- Students depend on teacher assistance for basic technology use, indicating a lack of independence and digital skills, which can be more pronounced if appropriate support for language barriers is not provided.
- Students show limited digital literacy or misuse technology, which can disrupt the learning process and lead to inappropriate or unsafe use of digital tools, affecting both their learning and classroom environment.
- Students struggle to integrate technology into learning activities, resulting in missed opportunities to enhance their learning and develop critical digital competencies, particularly if they are not given age-appropriate or language-supportive tools.

Domain V: Assessment and Evaluation

1. Learning is assessed permanently and systematically and is fully aligned with the curriculum standards

Expectations:

- Regularly assesses student learning using a variety of methods suitable for different ages and language proficiency levels.
- Aligns assessments with curriculum standards and learning objectives.
- Ensures assessments are fair, valid, and reliable, considering the diverse needs of students.

How it looks like:

- Conducts ongoing assessments that accurately reflect student progress, using age-appropriate and language-sensitive methods. As a result, students receive timely feedback that helps them understand their learning progress and areas for improvement.
- Uses assessments to guide instructional planning and improve student outcomes, adapting strategies to meet the diverse needs of students. Consequently, instruction becomes more targeted, addressing the specific needs of students based on assessment data.
- Communicates assessment criteria clearly to students and parents, ensuring understanding across different language levels. This leads to students and parents being well-informed about expectations and progress, fostering a supportive learning environment.

Red Flags:

- Infrequently or inconsistently assesses student learning, leading to gaps in understanding student progress and needs.
- Misaligns assessments with curriculum standards, learning objectives and evaluation criteria, which can result in inaccurate measures of student achievement.
- Uses assessments that are unclear, unfair, or unreliable, especially for students with different language proficiency levels, causing confusion and potential disadvantage to some students.

2. Applies diagnostic, formative, and summative assessments to inform instruction, enhance teaching, and modify the curriculum

Expectations:

- Utilizes diagnostic assessments to identify student needs and prior knowledge, considering different language proficiency levels and developmental stages.
- Implements formative assessments to monitor ongoing progress and provide feedback, tailored to diverse student needs.
- Uses summative assessments to evaluate overall student achievement, ensuring they are fair, aligned with curriculum standards, and comprehensible to all students.

How it looks like:

- Adjusts instruction based on diagnostic and formative assessment data, considering the language proficiency and developmental levels of students. As a result, instruction becomes more personalized, addressing individual student needs.
- Provides timely and constructive feedback from formative assessments, using language and methods appropriate for the students' ages and language levels. Consequently, students understand their progress and areas for improvement.



- Uses summative assessment results to evaluate and enhance teaching practices, ensuring assessments are fair, inclusive, and aligned with curriculum standards. This leads to continuous improvement in teaching strategies and better alignment with student needs, curriculum standards, and benchmarking to ensure students meet success criteria.

Red Flags:

- Fails to use diagnostic assessments to understand student needs, leading to a lack of insight into students' starting points and necessary support required to make better-than-expected progress.
- Ignores formative assessment data when planning instruction, which can result in ineffective teaching that does not address ongoing student progress.
- Relies solely on summative assessments without using them to improve teaching, missing opportunities to adapt and enhance instructional practices for diverse learners and failing to measure how students achieve learning outcomes and meet success criteria.

3. Uses a variety of assessment techniques and tools to monitor and support students' progress and learning

Expectations:

- Employs multiple assessment methods (e.g., quizzes, rubrics, projects, presentations, portfolios, observations), suitable for different ages and language proficiency levels.
- Adapts assessment techniques to suit diverse learning styles and needs, ensuring inclusivity.
- Regularly updates assessment tools to reflect current best practices and developmental appropriateness.

How it looks like:

- Integrates a range of assessment tools to provide a comprehensive view of student progress, using methods appropriate for the students' developmental stages and language levels. As a result, students receive a well-rounded assessment that reflects their learning accurately.
- Tailors assessments to accommodate different learning styles and needs, providing support as needed for language barriers. Consequently, all students have the opportunity to demonstrate their understanding and skills in a way that suits them best.
- Continuously improves assessment techniques based on student outcomes and feedback, ensuring they remain relevant and effective. This leads to more accurate assessments that support ongoing learning and improvement.

Red Flags:

- Uses a limited range of assessment methods, which can result in an incomplete understanding of student progress and abilities.
- Fails to adapt assessments for diverse learners, leading to unfair or inaccurate assessments, especially for those with different language proficiency levels or learning needs.
- Does not update or improve assessment techniques over time, which can result in outdated or ineffective assessment practices that do not support current educational standards or student needs.

4. Self-assessment and peer assessment practices are embedded in the teaching and learning process

Expectations:

- Teaches students how to assess their own work and that of their peers, using appropriate tools and considering different language proficiency levels and developmental stages.
- Integrates self-assessment and peer assessment into regular classroom activities, ensuring it is age-appropriate and accessible.

- Encourages reflective practices and constructive peer feedback, fostering a supportive learning environment.

How it looks like:

- Regularly engages students in self-assessment and peer assessment activities, providing clear instructions and appropriate support. As a result, students develop critical thinking and self-reflection skills, understanding their own learning processes better.
- Uses self and peer assessments to promote critical thinking and self-reflection, ensuring that feedback is constructive and supportive. Consequently, students learn to evaluate their own and others' work effectively.
- Guides students in providing and receiving constructive feedback, using language that is appropriate for their proficiency level and age. This leads to a positive classroom culture where students feel confident in sharing and receiving feedback.

Red Flags:

- Rarely uses self-assessment or peer assessment strategies, missing opportunities for students to develop self-regulation and evaluative skills.
- Provides insufficient guidance on how to assess work effectively, which can lead to ineffective or unconstructive feedback.
- Allows peer assessments to become overly critical or unconstructive, potentially harming students' confidence and classroom relationships.

5. Supports all students, including those with language barriers, those who are gifted and talented, and those with special educational needs

Expectations:

- Provides differentiated instruction to meet the diverse needs of all students, ensuring that each student can access the curriculum effectively.
- Offers targeted support and accommodations for students with language barriers, using appropriate strategies and resources.
- Challenges gifted and talented students with advanced learning opportunities, ensuring they are appropriately engaged and stimulated.

How it looks like:

- Ensures that all students, regardless of their abilities or needs, receive appropriate support and resources tailored to their individual requirements. As a result, students feel supported and capable of achieving their best.
- Implements effective strategies to assist students with language barriers in accessing the curriculum, using visual aids, simplified language, and additional resources as needed. Consequently, these students can participate fully in classroom activities and progress alongside their peers.
- Develops and implements enrichment activities for gifted and talented students, providing them with opportunities to explore advanced topics and engage in higher-order thinking. This leads to these students feeling challenged and motivated, preventing boredom and disengagement.

Red Flags:

- Fails to differentiate instruction for diverse learners, leading to some students struggling or being unchallenged.
- Neglects to provide necessary support for students with language barriers, resulting in their inability to access the curriculum effectively.

- Does not offer advanced learning opportunities for gifted and talented students, causing them to become disengaged and underperform.

6. Provides personalized feedback to students that is systematic, comprehensive, and constructive

Expectations:

- Gives timely and specific feedback on assessments, tailored to individual student needs and language proficiency levels.
- Offers constructive comments that guide improvement and are understandable by all students.
- Encourages students to reflect on feedback and set personal goals, supporting their development and growth.

How it looks like:

- Provides detailed and actionable feedback on a regular basis, using language that is appropriate for the students' age and proficiency levels. As a result, students understand their progress and know exactly what steps to take to improve.
- Helps students understand their strengths and areas for improvement through clear and constructive comments, fostering their confidence and motivation to learn. Consequently, students are more likely to engage with the feedback and make positive changes in their learning strategies.
- Fosters a growth mindset by encouraging students to use feedback constructively, reflect on their learning, and set achievable personal goals.

Red Flags:

- Gives vague, infrequent, or delayed feedback, which can leave students confused about their progress and how to improve.
- Provides feedback that is overly critical or not actionable, potentially discouraging students and impacting their motivation and self-esteem.
- Fails to encourage students to reflect on and use feedback, resulting in missed opportunities for growth and development.

7. Analyzes assessment data effectively to monitor and support students' progress

Expectations:

- Collects and analyzes data from various assessments, considering the developmental stage and language proficiency of students.
- Identifies trends and patterns to inform instruction, ensuring the data is meaningful and actionable.
- Uses data to set individual, groups of students, and class-wide learning goals, accommodating diverse learning needs and language levels.

How it looks like:

- Effectively interprets assessment data to guide instructional decisions, taking into account the different ages and language proficiency of students. As a result, instruction is tailored to address specific learning needs, enhancing student progress.
- Regularly shares data insights with students and parents to support progress, using language and formats appropriate for their understanding. Consequently, students and parents are well-informed about learning goals and achievements, fostering a collaborative learning environment.
- Uses data to implement targeted interventions and supports, providing additional resources or strategies as needed to address gaps or advance in learning. This leads to more effective support for individual student progress and overall class improvement.

**Red Flags:**

- Inconsistently collects and/or analyzes assessment data, leading to gaps in understanding student progress and needs.
- Fails to identify meaningful trends or patterns in the data, which can result in missed opportunities to address learning issues.
- Does not use data to inform instruction or set learning goals, resulting in ineffective teaching practices that do not support student growth

Domain VI: Professional Responsibilities

1. Systematically reflects on instructional and professional practices seeking self-improvement

Expectations:

- Regularly engages in self-reflection and assessment of teaching practices, understanding the significance of each performance indicator.
- Identifies areas for improvement, sets professional development goals, and actively seeks feedback from peers, supervisors, and students.
- Recognizes that continuous growth is essential and that there is always room for improvement, fostering a mindset of lifelong learning.

How it looks like:

- Demonstrates a consistent practice of self-reflection and uses insights to improve teaching, continually evolving and enhancing instructional practices that lead to better student outcomes.
- Sets and achieves specific, measurable, professional development goals, staying updated with the latest educational practices and methodologies. Consequently, this proactive approach positively impacts teaching effectiveness and promotes continuous improvement.
- Incorporates feedback constructively, understanding the meaning and significance of each indicator, and recognizing the importance of continuous learning. This leads to a collaborative and supportive teaching environment, fostering mutual respect and professional growth.

Red Flags:

- Rarely engages in self-reflection or ignores areas needing improvement, leading to stagnation and missed opportunities for growth.
- Does not set or pursue professional development goals, showing resistance to, or ignoring feedback, which can result in outdated teaching practices and reduced effectiveness.
- Believes to do everything well and have nothing else to learn, leading to complacency, a lack of professional growth, and potentially negative impacts on professional relationships and instructional development.

2. Reacts appropriately to constructive criticism, understanding the need to grow professionally

Expectations:

- Receives feedback with an open mind, a positive attitude, and takes a moment to reflect before responding, especially in challenging situations.
- Reflects on constructive criticism to identify growth opportunities and understands the importance of listening to feedback from various sources, even those we may not always agree with.
- Implements changes based on feedback to improve performance, recognizing the need for continuous professional growth.

How it looks like:

- Responds to feedback with a willingness to learn and improve, demonstrating thoughtful consideration before reacting. This leads to more constructive professional interactions and personal growth.
- Demonstrates growth and development as a result of constructive criticism, actively applying suggestions and showing measurable improvement in performance.
- Engages in ongoing dialogue with colleagues and supervisors about professional growth, valuing diverse perspectives and understanding that constructive criticism is an opportunity for development. This results in a more open and supportive professional environment.

Red Flags:

- Reacts defensively or dismissively to feedback, hindering opportunities for growth and creating a negative professional atmosphere.
- Fails to act on constructive criticism, leading to stagnation and missed opportunities for improvement.
- Demonstrates minimal or no professional growth over time, which can result in outdated practices and reduced effectiveness in the classroom.

3. Maintains accurate records and complies with administrative tasks within deadlines fulfilling the outlined expectations

Expectations:

- Keeps detailed and accurate records of student progress, attendance, and other relevant information, including academic, HR, Ministry of Education, ADEK, and financial procedures.
- Completes all administrative tasks and academic reports on time, including other tasks such as orders of materials, organization of trips, and compliance with labor and ADEK requirements.
- Fulfills all school, and relevant authority requirements for documentation and record-keeping.

How it looks like:

- Consistently maintains up-to-date and accurate records across all required areas, ensuring that all data is readily available and reliable. This leads to efficient management of student information and administrative processes.
- Completes administrative tasks promptly and efficiently, including academic-related tasks, HR-related tasks, Ministry of Education and ADEK reports, PASS profiles, financial procedures, and logistical tasks like ordering materials and organizing trips. Consequently, this supports smooth school operations and compliance with all regulations.
- Exceeds expectations in managing documentation and administrative responsibilities, proactively addressing potential issues and ensuring compliance with all school, and authority requirements.

Red Flags:

- Frequently submits incomplete or inaccurate records, leading to potential issues with compliance and student performance management.
- Misses deadlines for administrative and academic tasks, causing disruptions in school operations and non-compliance with regulations.
- Fails to comply with school, and relevant authority documentation requirements, risking non-compliance and operational inefficiencies.

4. Establishes effective communication with parents to build trust and good rapport

Expectations:

- Regularly communicates with parents about student progress and concerns, acknowledging cultural differences and respecting multicultural family values and approaches.
- Uses various communication methods (e.g., emails, school platforms, phone calls, meetings) to ensure accessibility and reach all parents effectively.
- Responds to parent inquiries and concerns in a timely and professional manner, taking the time to gather all necessary information, speaking to students, teachers, and others involved, and showing empathy and providing appropriate channels and an escalation ladder to address concerns effectively.

How it looks like:

- Builds strong, positive relationships with parents through consistent and effective communication, recognizing and respecting cultural differences. As a result, parents feel valued and understood, contributing to a supportive educational environment.
- Proactively addresses issues, keeps parents informed about their child's progress, and involves them as partners in education. Provides clear channels and steps for escalating concerns to avoid misunderstandings and conflicts. This leads to a collaborative approach to student development and problem-solving.
- Responds promptly and thoughtfully to parent inquiries and concerns, ensuring that responses are well-informed and considerate of all perspectives. Demonstrates professionalism and empathy in handling concerns, which builds trust and rapport and prevents issues from escalating unnecessarily.

Red Flags:

- Rarely communicates with parents or only contacts them when there are problems, leading to a lack of trust and engagement.
- Uses ineffective or inconsistent communication methods, resulting in miscommunication, misunderstandings and lack of parental engagement.
- Fails to respond to parent inquiries or concerns promptly or reacts hastily without adequate information, causing dissatisfaction and potential conflicts. Does not provide a clear escalation ladder, leading to unresolved issues and frustration.

5. Is a team player who works well with colleagues, administration and support staff, contributing to a positive work environment

Expectations:

- Collaborates effectively with colleagues, school leadership, and support staff, showing respect for everyone's role and contributions.
- Contributes to a positive and supportive school culture by addressing concerns directly with the parties involved and avoiding gossip and unnecessary escalation.
- Actively participates in team meetings and collaborative planning sessions, choosing words carefully, especially in written communications, to maintain a professional and respectful tone.

How it looks like:

- Demonstrates strong teamwork and collaboration skills, integrating and listening carefully to colleagues, administration, and support staff before reacting. This fosters mutual respect and a cohesive working environment.
- Positively influences the school environment and morale by addressing concerns directly with the involved parties and avoiding gossip. This approach builds trust and minimizes misunderstandings and conflicts.
- Actively participates in and contributes to team and school initiatives, using thoughtful and respectful communication, especially in written messages. This ensures clarity and professionalism, which helps in maintaining a positive work environment.

Red Flags:

- Works in isolation and rarely collaborates with colleagues, leading to a lack of teamwork and integration within the school community.
- Contributes to a negative or toxic work environment by engaging in gossip, disrespectful communication, or reacting too quickly without all the necessary information. This behavior can undermine trust and collaboration.

- Avoids participation in team meetings or collaborative efforts, which can lead to missed opportunities for professional growth and improvement of the school's overall functioning.

6. **Contributes professionally to the school community, displaying leadership when appropriate and/or required.**

Expectations:

- Takes on leadership roles or responsibilities as needed, embracing the challenge and opportunities to contribute to the school's growth.
- Contributes ideas and solutions to school-wide issues, actively participating in discussions and initiatives that benefit the entire school community.
- Mentors and supports colleagues, modeling leadership skills and fostering a collaborative and supportive environment.

How it looks like:

- Demonstrates leadership in school initiatives and projects by stepping into leadership positions when appropriate. This not only contributes to institutional growth but also sets a positive example for students and colleagues, showcasing the importance of leadership and responsibility.
- Actively contributes to the school community beyond the classroom, engaging in activities, discussions, and projects that enhance the school's environment and culture.
- Provides guidance and support to peers, modeling effective leadership skills in the classroom and among colleagues, mentoring others and sharing expertise.

Red Flags:

- Avoids taking on leadership roles or additional responsibilities, missing opportunities to contribute to the school's development and to model leadership for students.
- Rarely contributes to school-wide discussions or initiatives, which can lead to a perception of disengagement or lack of commitment to the school's overall success.
- Fails to support or mentor colleagues, missing the chance to build a collaborative and supportive professional environment and to enhance the collective efficacy of the teaching staff.

7. **Shows commitment to ongoing professional development related to student learning, curriculum needs, or any other topics, as required**

Expectations:

- Actively engages in professional development activities proposed by the school and seeks additional professional growth opportunities to stay updated and enhance teaching skills.
- Applies new knowledge and skills to improve teaching practices and adapt to the educational requirements of the UAE.
- Addresses individual concerns arising from performance evaluations and seeks opportunities to improve.

How it looks like:

- Actively pursues professional development opportunities, demonstrating a commitment to lifelong learning, staying informed about current trends, best practices, and innovative teaching strategies, which are then applied in the classroom to enhance student learning.
- Demonstrates improvement and innovation in teaching practices by integrating new knowledge and skills gained from professional development activities.
- Proactively shares new knowledge and strategies with colleagues, fostering a collaborative culture of continuous improvement.

Red Flags:

- Is reluctant to participate in professional development activities, showing a lack of commitment to personal and professional growth. This can result in outdated teaching practices and a stagnant learning environment.
- Shows little to no application of new learning to teaching practices, missing opportunities to enhance student engagement and learning outcomes.
- Remains uninformed about current educational trends and best practices, leading to ineffective teaching strategies and potential non-compliance with the educational standards of the UAE.

8. Demonstrates professionalism complying with MOE Code of Conduct for Education Professionals, SSAD HR Handbook, norms and procedures
Expectations:

- Adheres to all professional codes of conduct and school policies, understanding that ignorance of these norms is not an excuse as this information is readily available.
- Models ethical behavior and professionalism in all interactions.
- Maintains confidentiality and respects the privacy of students, parents, and staff.

How it looks like:

- Consistently upholds high standards of professionalism and ethics, ensuring that all actions align with the MOE Code of Conduct for Education Professionals, SSAD HR Handbook, and other relevant school policies, norms and procedures. This commitment builds trust and respect within the school community.
- Serves as a role model for colleagues and students by demonstrating integrity, fairness, and respect in all interactions. This professional behavior fosters a positive and ethical school culture.
- Strictly adheres to all school policies and procedures, showing a thorough understanding of and compliance with institutional, national and international regulations applicable. This adherence ensures smooth school operations and reinforces the importance of policy awareness among staff.

Red Flags:

- Violates professional codes of conduct or school policies, which can undermine the integrity and reputation of the educational institution.
- Demonstrates unethical or unprofessional behavior, leading to a negative impact on students and colleagues and potentially causing disciplinary action.
- Fails to maintain confidentiality or respect privacy, which can result in breaches of trust and legal consequences, emphasizing the necessity of being fully informed about and adhering to all relevant policies and procedures.

LESSON OBSERVATION FORM 24-25



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

Teacher's Name:	Subject/ Area:
Grade / Section:	Date and Time:
No. Students in group: No. Students present:	SEN students: Advanced Students: Class demographics <i>(students with different languages):</i>
Support Teachers / CA's	
Lesson Focus / Objective:	

Classroom Layout

Draw the Classroom Layout Below: *(Indicate seating arrangements, student distribution, and participant locations. Mark how many students participated actively using symbols or notes.)*

Teacher and Student Interaction Analysis

1 **Teacher Talking Time:** (_____)

2 **Student Led Activities:** (_____)

(Note the balance between teacher and student talk to evaluate engagement.)

LESSON OBSERVATION FORM 24-25

Observation Criteria and Performance Levels

Weak: 1

Acceptable: 2

Good: 3

Very Good: 4

Outstanding: 5

Provide the overall rating per domain and include any specific comments / observations for each element

Domain I: Lesson Planning and Preparation	Weak	Acceptable	Good	Very Good	Outstanding
OVERALL JUDGEMENT FOR THIS DOMAIN					
Lesson Plan and Preparedness					
Motivational Preparation- Class starter					
Displaying and Sharing Learning Outcomes					
Differentiation for SEN Students					
Differentiation for Advanced Learners					
Additional comments for this domain					
Domain II: Classroom Environment	Weak	Acceptable	Good	Very Good	Outstanding
OVERALL JUDGEMENT FOR THIS DOMAIN					
Environment of Respect and Rapport					
Culture of Learning					
Classroom Layout Supports Learning					
Management of Student Behavior					
Management of Procedures and Routines					
Display of Students' Work					
Additional comments for this domain					

LESSON OBSERVATION FORM 24-25

Domain III: Teaching for Effective Learning	Weak	Acceptable	Good	Very Good	Outstanding
OVERALL JUDGEMENT FOR THIS DOMAIN					
Knowledge of Subject and Student Learning					
Student-Centered Learning Approach					
Engaging Lesson Plan and Efficient Use of Time					
High Expectations and Challenging Learning					
Evidence of Progress Made in Lesson					
Effective Differentiated Teaching Strategies/ Activities					
Promoting Critical Thinking and Problem-Solving					
Effective Questioning and Dialogue Techniques					
Incorporating Technology in Learning					
<i>Additional comments for this domain</i>					
Domain IV: Student Engagement and Learning	Weak	Acceptable	Good	Very Good	Outstanding
OVERALL JUDGEMENT FOR THIS DOMAIN					
Student Engagement and Responsibility					
Real-World Application and Cross-Subject Links					
Effective Collaboration in Pairs/Groups					
Communication Skills					
Research Skills					
Independent Use of Learning Technologies					
<i>Additional comments for this domain</i>					

LESSON OBSERVATION FORM 24-25



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The Spanish School of Abu Dhabi

Domain V: Assessment and Evaluation	Weak	Acceptable	Good	Very Good	Outstanding
OVERALL JUDGEMENT FOR THIS DOMAIN					
Alignment with Curriculum Standards					
Diagnostic, Formative, and Summative Assessments					
Variety in Assessment Techniques					
Peer and Self-Assessment					
Supporting Diverse Student Needs					
Personalized Feedback					
Evidence of Data Analysis to Monitor Student Progress					
<i>Additional comments for this domain</i>					

Strengths

-
-
-

Suggestions for Improvement

-
-
-

Teacher's Signature: _____ Observer's Name: _____



Template for Teacher Improvement Goals (2024-2025)

Teacher's Name:

Area/Stage:

School Year: 2024-2025

Domain / Área	Improvement Goal- Objetivo de Mejora	Action Steps / Acciones	Timeline / Temporalización	KPIs / Indicadores de Logro
1. School Philosophy & UAE Identity				
2. Classroom Environment				
3. Teaching for Effective Learning				
4. Student Engagement & Learning Skills				
5. Assessment & Evaluation				
6. Professional Responsibilities				

ELEMENTS AND THEIR DESCRIPTORS FOR PS 1 (STUDENTS' ACHIEVEMENT) THAT ARE OBSERVABLE IN LESSONS AND STUDENTS' WORK					
1.1.3 Knowledge, skills and understanding, especially in the key subjects (chore subjects and MOE Curriculum)					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Most- 75%-90%	Large Majority 61%-74%	Majority 50%-60%	Most 75%-90%		Few: Up to 15%
In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, a large majority of students demonstrates levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, the majority of students demonstrates levels of knowledge, skills and understanding that are above curriculum standards.	In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards.	In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards.	In lessons and in their recent work, only a few students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their skills and understanding.
1.2.2 Progress in lessons (each class session)					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Most- 75%-90%	Large Majority 61%-74%	Majority 50%-60%	Most 75%-90%	Majority 50%-60%	Few: Up to 15%
In lessons, most students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, a large majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, the majority of students make better than expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, most students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards and a few make better progress.	In lessons, only a majority of students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.	In lessons, only a few students make expected progress in relation to appropriate learning objectives aligned with the expected curriculum standards.
1.2.3 Progress of different groups of students (boys and girls, Emirati, lower and higher achievers, Special Ed, Gifted and Talented, Students with language barriers)					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
All: 100%	Most 75%-90%	Majority 50%-60%	All: 100%		
All groups of students make better than expected progress .	Most groups of students make better than expected progress .	The majority of groups of students make better than expected progress .	All groups make at least expected progress , although there may be some unevenness in progress between Groups.	At least one significant group of students do not make the expected progress .	There is significant disparity in progress rates between the different groups of students.
1.3.1 Students' engagement in, and responsibility for, their own learning					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve .	Students are keen to learn and take responsibility for their own learning. They know their strengths and weaknesses and act purposefully to improve .	Students enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve .	Students have positive attitudes toward learning and can work for short periods without their teachers' intervention . They may be passive learners , but they know what they have learned and how to improve their work in general terms .	Students are easily distracted and work only with their teachers' direction . Students rarely reflect on the quality of their learning and consequently, they are unsure how to improve their work .	Students are very easily distracted and work only with constant teacher direction . They do not show interest in learning. They do not evaluate the quality of their learning and consequently, they do not know how to improve their work .
1.3.2 Students' interactions, collaboration and communication skills					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Students interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly .	Students interact and collaborate purposefully and productively in a range of learning situations to achieve common goals. They communicate their learning effectively .	Students interact and collaborate well in a range of learning situations. They communicate their learning clearly .	Students can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately .	Students work together only with teacher supervision . They find it difficult to interact and to discuss and communicate their learning.	Only a few students can interact and work together at an acceptable level and communicate their learning.
1.3.3 Application of learning to the world and making connections between areas of learning					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world.	Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world.	Students make clear connections between areas of learning and relate these to their understanding of the world.	Students make a few connections between areas of learning and relate these in simple ways to their understanding of the world.	Students find it difficult to make connections between areas of learning and to relate knowledge to their understanding of the world.	Only a few students are able to make connections between areas of learning and relate knowledge to their understanding of the world.
1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Students are innovative and enterprising . They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem-solving skills are intrinsic features of learning.	Students are innovative and enterprising . They use enquiry and research skills and learning technologies effectively . Critical thinking and problem-solving skills are key features of learning.	Students are enterprising . They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.	Students can do basic research with teachers' direction . They use learning technologies in limited ways to support their learning. Critical thinking and problem-solving skills are developing features of learning.	Students find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem solving skills are underdeveloped features of learning.	Only a few students can find things out independently and use learning technologies effectively. Critical thinking and problem solving skills are not features of learning.

ELEMENTS AND THEIR DESCRIPTORS FOR PS 3 (TEACHING) THAT ARE OBSERVABLE IN LESSONS AND STUDENTS' WORK					
3.1.1 Teachers' knowledge of their subjects and how students learn them (metacognition)					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Most- 75%-90%	Most- 75%-90%	Most- 75%-90%	Most- 75%-90%	Minority 16%-30%	Large Minority: 31%-49%
Most teachers expertly apply their knowledge of their subjects and how students learn them.	Most teachers effectively apply their knowledge of their subjects and how students learn them.	Most teachers consistently apply their knowledge of their subjects and how students learn them.	Most teachers demonstrate secure knowledge of their subjects and how students learn them.	A minority of teachers are insecure in their knowledge of their subjects and / or how students learn them.	A large minority of teachers have inadequate knowledge of their subjects and/ or how students learn them.
3.1.2 Lesson planning, the learning environment and the use of time and resources					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Teachers plan imaginative lessons , provide inspiring learning environments and use time and resources creatively to enable all groups of students to learn very successfully .	Teachers plan engaging lessons , provide motivating learning environments and use time and resources skillfully to enable all groups of students to be very successful learners .	Teachers plan purposeful lessons , provide interesting learning environments and use time and resources effectively to enable students to be successful learners .	Teachers plan lessons, manage time and use resources appropriately to provide environments where students can meet learning expectations .	Teachers' planning, time management and use of resources are variable . Teachers do not consistently provide environments that encourage learning .	Teachers' planning, time management and use of resources are ineffective and the learning environments are bleak and uninspiring .
3.1.3 Teacher–student interactions including the use of questioning and dialogue					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Teachers' interactions with students ensure that they are always active and focused learners . Questioning challenges students' thinking and promotes insightful responses. Dialogue engages students in insightful discussions and reflection .	Teachers' interactions with students ensure that they are keen to learn . Questioning promotes higher level thinking and critical responses. Dialogue engages students in thoughtful discussions and reflection .	Teachers' interactions with students ensure that they are engaged learners . Questioning promotes thought and considered responses. Dialogue engages students in meaningful discussions and reflection .	Teachers' interactions with students ensure that they are willing learners . Questioning and dialogue engages students in meaningful discussions .	Teachers' interactions with students result in disinterest . Questioning is not sufficiently challenging, and dialogue does not engage students effectively .	Teachers' interactions with students result in demotivation and disengagement . Questioning and dialogue are ineffective .
3.1.4 Teaching strategies to meet the needs of individuals and groups of students					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Teachers use strategies that very successfully meet the individual needs of students. Teachers have high expectations of all groups of students . They provide very challenging work and excellent support .	Teachers use strategies that are highly effective in meeting the individual needs of the students. They consistently provide specific levels of challenge and support .	Teachers use strategies that are effective in meeting the individual needs of the students. They provide appropriate levels of challenge and support .	Teachers use strategies that adequately meet the needs of groups of students . They provide challenge and support generally, but this is not always sufficiently personalized .	Teachers do not use strategies that meet the needs of groups of students . They do not provide appropriate challenge and support .	Teachers have low expectations . They lack the knowledge and understanding of how to meet the needs of students. They do not provide any challenge or support .
3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Teachers skilfully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers purposefully develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers systematically develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers sometimes develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers rarely develop students' critical thinking, problem-solving, innovation and independent learning skills.	Teachers do not develop students' critical thinking, problem-solving, innovation and independent learning skills.
3.2.5 Teachers' knowledge of and support for students' learning					
Outstanding	Very Good	Good	Acceptable	Weak	Very weak
Teachers have in-depth knowledge of the strengths and weaknesses of individual students. Teachers provide excellent personalized challenge and support . Feedback to students is comprehensive and constructive. Students are routinely involved in assessing their own learning .	Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide personalized challenge and support . Feedback to students is constructive . Students are regularly involved in assessing their own learning .	Teachers have good knowledge of the strengths and weaknesses of individual students. They provide well focused challenge, support, feedback and follow-up . Students are usually involved in assessing their own learning .	Teachers have reasonable knowledge of the strengths and weaknesses of individual students. They provide some challenge, support, feedback and follow-up . Students are sometimes involved in assessing their own learning .	Teachers have insufficient knowledge of the strengths and weaknesses of students. Students are not given enough challenge, support, feedback or follow-up . Students are rarely involved in assessing their own learning .	Teachers' knowledge of the strengths and weaknesses of students is very limited . Students are given little challenge, support, feedback or follow-up . They are not involved in assessing their own learning .



Peer Observation Reflection Form

Observer's Name: _____
Date of Visit: _____
Teacher and Class Observed: _____

Observation Checklist: Tick (✓) the strengths observed for each domain:

1. Lesson Planning & Preparation

- ☐ Clear learning objectives shared with students
- ☐ Well-structured lesson with smooth transitions
- ☐ Differentiation strategies in place (SEN/Advanced learners)
- ☐ Efficient use of instruction time

2. Classroom Environment

- ☐ Positive teacher-student rapport
- ☐ Effective classroom management strategies
- ☐ Well-organized and welcoming learning space
- ☐ Routines and procedures effectively implemented

3. Teaching for Effective Learning

- ☐ Clear and engaging explanation of concepts
- ☐ Effective questioning techniques to promote critical thinking
- ☐ Student-led activities and active methodologies
- ☐ Use of technology/resources to enhance learning

4. Student Engagement & Learning

- ☐ Students engaged and actively participating
- ☐ Effective group work and collaboration
- ☐ Encouragement of independent learning
- ☐ Real-world connections made in the lesson

5. Assessment & Feedback

- ☐ Ongoing assessment strategies observed (e.g., questioning, exit tickets)
- ☐ Personalized feedback provided to students
- ☐ Opportunities for peer and/or self-assessment
- ☐ Use of assessment data to inform instruction

Key Takeaways (Brief Reflection in 3-4 sentences)

What stood out to you in this lesson? What strategies or techniques were most effective? What aspects could inspire changes in your own teaching?



Teacher's Name:	Subject/ Area:
Grade / Section:	Date and Time:
No. Students in group:	SEN students:
No. Students present:	Advanced Students:
	Class demographics (students with different languages):
Support Teachers / CA's	
Lesson Focus / Objective:	

Tick	Domain 1: Lesson Planning and Preparation
	Learning Objectives
	Highly Embedded: Learning objectives are clear, measurable, and aligned with lesson activities. Embedded: Learning objectives are stated and generally aligned with activities. Partially Evident: Learning objectives are unclear or loosely connected to activities. Not Evident: No clear learning objectives communicated
	Success Criteria
	Highly Embedded: Success criteria are clearly visible, referred to frequently, and guide student learning actively. Embedded: Success criteria are visible and referred to at key points of the lesson. Partially Evident: Success criteria are mentioned but not consistently used or visible. Not Evident: No success criteria are visible or communicated.
	UAE National Identity
	Highly Embedded: UAE identity is purposefully and meaningfully connected with objectives, activities, and discussions. Embedded: UAE identity is referenced meaningfully at least once during the lesson. Partially Evident: UAE identity is superficially mentioned without clear link to learning. Not Evident: No reference to UAE identity during the lesson.
Tick	Domain 2: Classroom Environment

	Classroom Layout Supports Learning (including display of student work)
	• Highly Embedded: Classroom layout is fully optimized for learning; displays are student-centered, relevant, and regularly updated. • Embedded: Layout supports learning activities; student work is displayed and contributes to the learning environment. • Partially Evident: Layout and displays are somewhat supportive but could better promote learning or show more student involvement. • Not Evident: Layout does not support learning; minimal or no display of student work.
	Routines and Procedures
	• Highly Embedded: Routines and procedures are fully established, seamless, and maximize learning time. • Embedded: Routines and procedures are in place and followed with minor inconsistencies. • Partially Evident: Some routines are visible but inconsistently applied or unclear to students. • Not Evident: Lack of clear routines; time is lost managing basic procedures.
	Management of Student Behavior
	• Highly Embedded: Behavior is proactively managed; students are self-regulated and respectful. • Embedded: Behavior is consistently managed with minor interruptions addressed promptly. • Partially Evident: Behavior management is reactive, with frequent disruptions affecting learning. • Not Evident: Behavior issues are unmanaged and significantly impact the learning environment.
Tick	Domain 3: Teaching for effective learning
	High Expectations and Challenge for All
	• Highly Embedded: High expectations are evident for all students; activities consistently promote deep thinking and stretch learning. • Embedded: High expectations are communicated; most students are appropriately challenged. • Partially Evident: Expectations are uneven; only some students are challenged. • Not Evident: Low expectations; tasks lack challenge and rigor.
	Progress Made in Lesson
	• Highly Embedded: Most students demonstrate strong, clear progress within the lesson. • Embedded: Progress is evident for a majority of students during the lesson. • Partially Evident: Limited or uneven progress across students. • Not Evident: Little or no progress observed.
	Differentiation
	• Highly Embedded: Differentiation is skillfully applied throughout the lesson to meet all student needs. • Embedded: Differentiation is evident and generally meets different needs during the lesson. • Partially Evident: Limited differentiation during the lesson; some student needs unmet. • Not Evident: No differentiation applied in instruction.
Tick	Domain 4: Student Engagement and Learning:

	Students Collaboration (Group and Pairs)
	• Highly Embedded: Students collaborate effectively and purposefully in groups or pairs to deepen learning. • Embedded: Students collaborate during parts of the lesson with clear purpose and focus. • Partially Evident: Some collaboration occurs but lacks clear structure or focus. • Not Evident: Little or no student collaboration observed.
	Communication
	• Highly Embedded: Students communicate clearly, confidently, and respectfully with peers and teachers. • Embedded: Most students communicate appropriately to support learning. • Partially Evident: Communication is inconsistent or limited among students. • Not Evident: Minimal or ineffective communication observed.
	Independent Use of Technologies
	• Highly Embedded: Students independently and skillfully use technology to enhance and extend their learning. • Embedded: Students use technology independently for set tasks to support learning. • Partially Evident: Technology use is limited, teacher-directed, or not meaningfully supporting independence. • Not Evident: Little or no student use of technology observed.
Tick	Domain 5: Assessment and Evaluation,
	Self-Evaluation
	• Highly Embedded: Students regularly and independently assess their own learning using clear criteria. • Embedded: Students engage in self-evaluation with some teacher guidance. • Partially Evident: Occasional or superficial self-evaluation observed. • Not Evident: No evidence of student self-evaluation.
	Peer Evaluation
	• Highly Embedded: Students effectively assess each other's work using clear criteria to support learning. • Embedded: Students engage in peer evaluation with some structure and guidance. • Partially Evident: Peer evaluation occurs sporadically or lacks depth. • Not Evident: No evidence of peer evaluation.
	Variety of Assessment Used
	• Highly Embedded: A range of assessment methods is used thoughtfully to check understanding and adjust teaching. • Embedded: Different assessment strategies are used during the lesson to gauge learning. • Partially Evident: Limited variety of assessment methods; mainly one approach used. • Not Evident: No varied assessment methods observed.



المدرسة الإسبانية في أبوظبي

The Spanish School of Abu Dhabi

Level Up: Using Data & Reflection to Power School Improvement

24/25



CLASSROOM OBSERVATION RESULTS

From Insight to Impact

Understand the New Scale

The following terms are used throughout the performance indicators with the following definitions:

Almost all	Greater than 90%	Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Most	75% - 90%	Very Good	Quality of performance exceeds the expectation of the UAE
Large majority	61% - 74%	Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Majority	50% - 60%	Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Large minority	31% - 49%	Weak	Quality of performance is below the expectation of the UAE
Minority	16% - 30%	Very Weak	Quality of performance is significantly below the expectation of the UAE
Few	Up to 15%		

Inspectors will make judgements using a six-level scale.

The six levels of quality on the scale are defined as follows:



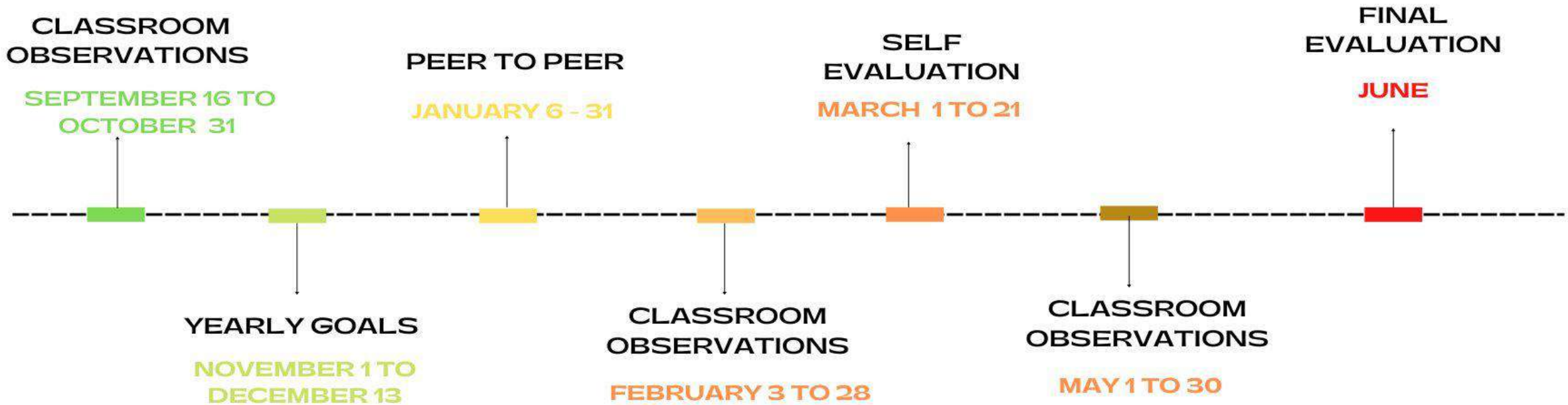
Consistency in quantitative terms

2024-2025



PERFORMANCE EVALUATION

TEACHER EVALUATION TIMELINE

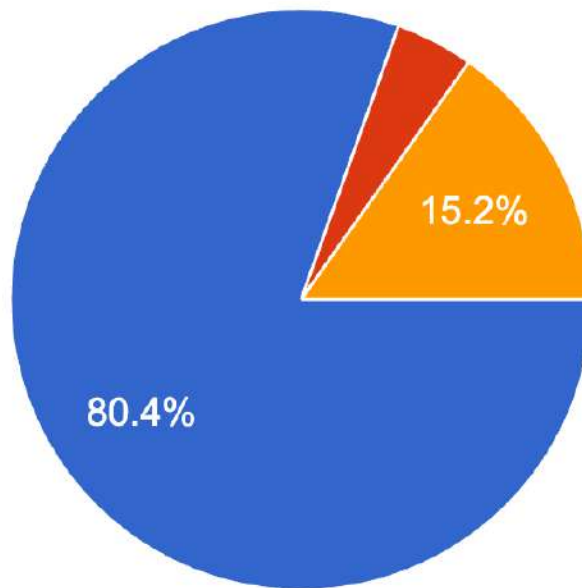


TERM 1-2

CLASSROOM OBSERVATION RESULTS

DEPARTMENT

46 responses



- SPANISH CURRICULUM
- ENGLISH
- MOE

46 Observations recorded

DOMAIN 1: LESSON PLANNING AND PREPARATION

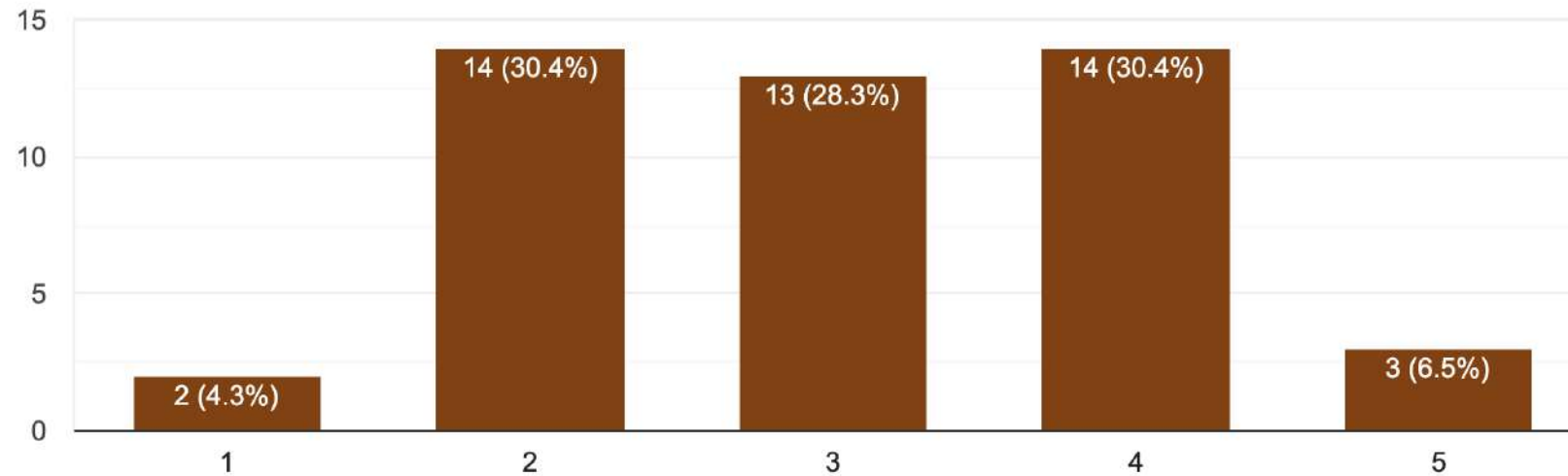
AVERAGE PERFORMANCE RATING



- 1- Weak
- 2- Acceptable
- 3- Good
- 4- Very Good
- 5- Outstanding

DOMAIN 1: OVERALL RATING

46 responses



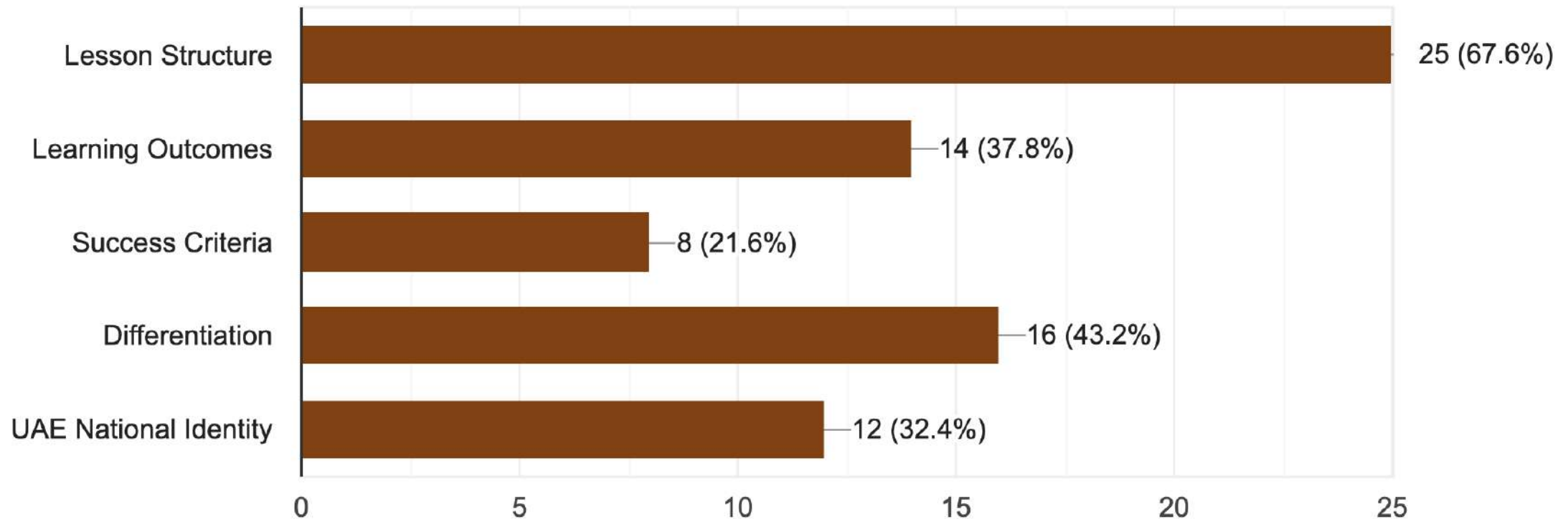
46 Observations recorded

DOMAIN 1: LESSON PLANNING AND PREPARATION

46 Observations recorded

STRENGTHS DOMAIN 1

37 responses

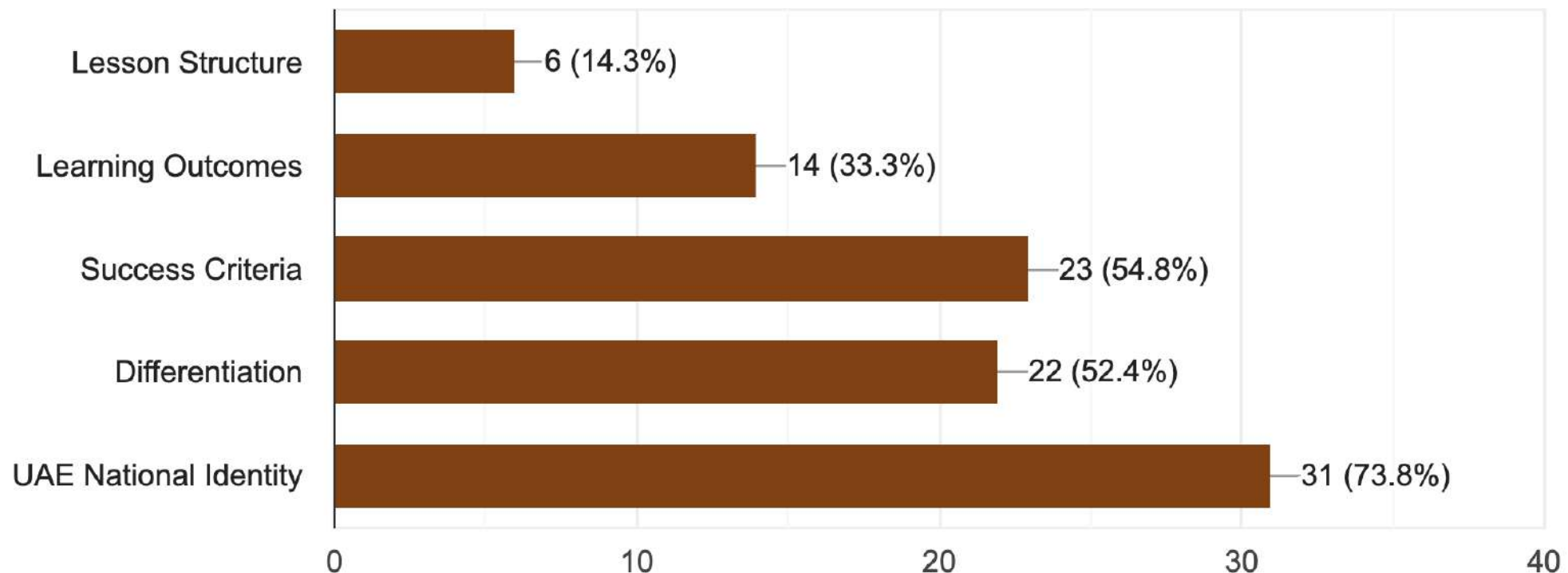


DOMAIN 1: LESSON PLANNING AND PREPARATION

46 Observations recorded

AREAS FOR IMPROVEMENT DOMAIN 1

42 responses



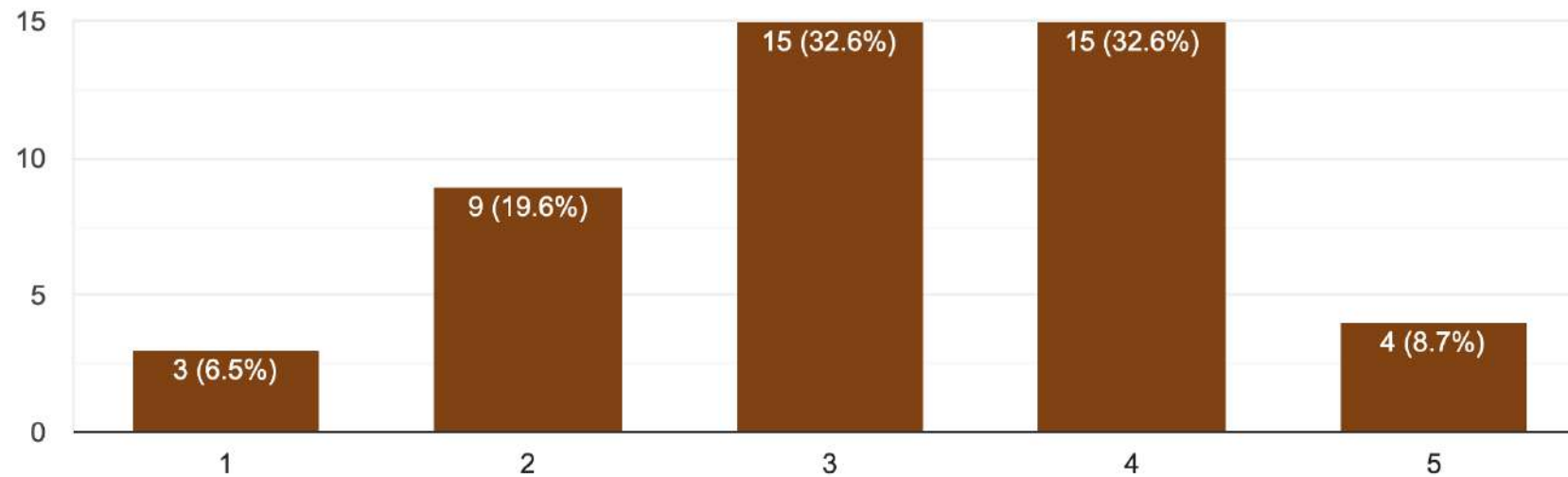
DOMAIN 2: CLASSROOM ENVIRONMENT

AVERAGE PERFORMANCE RATING



DOMAIN 2: OVERALL RATING

46 responses



1- Weak
2- Acceptable
3- Good
4- Very Good
5- Outstanding

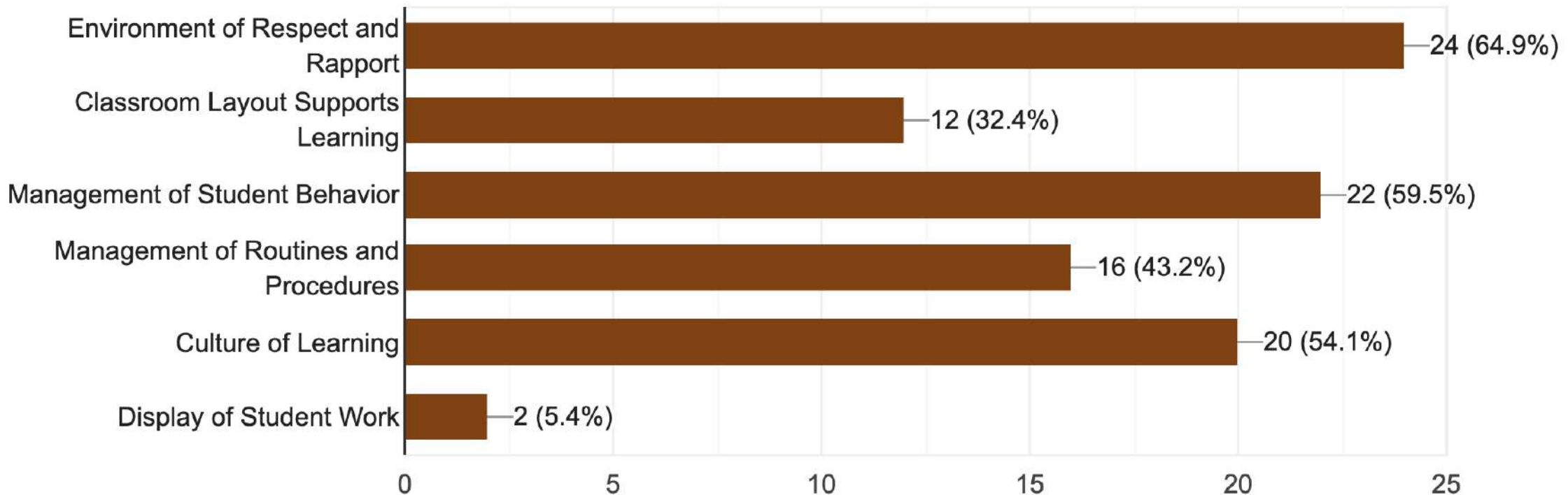
46 Observations recorded

DOMAIN 2: CLASSROOM ENVIRONMENT

46 Observations recorded

STRENGTHS : DOMAIN 2

37 responses

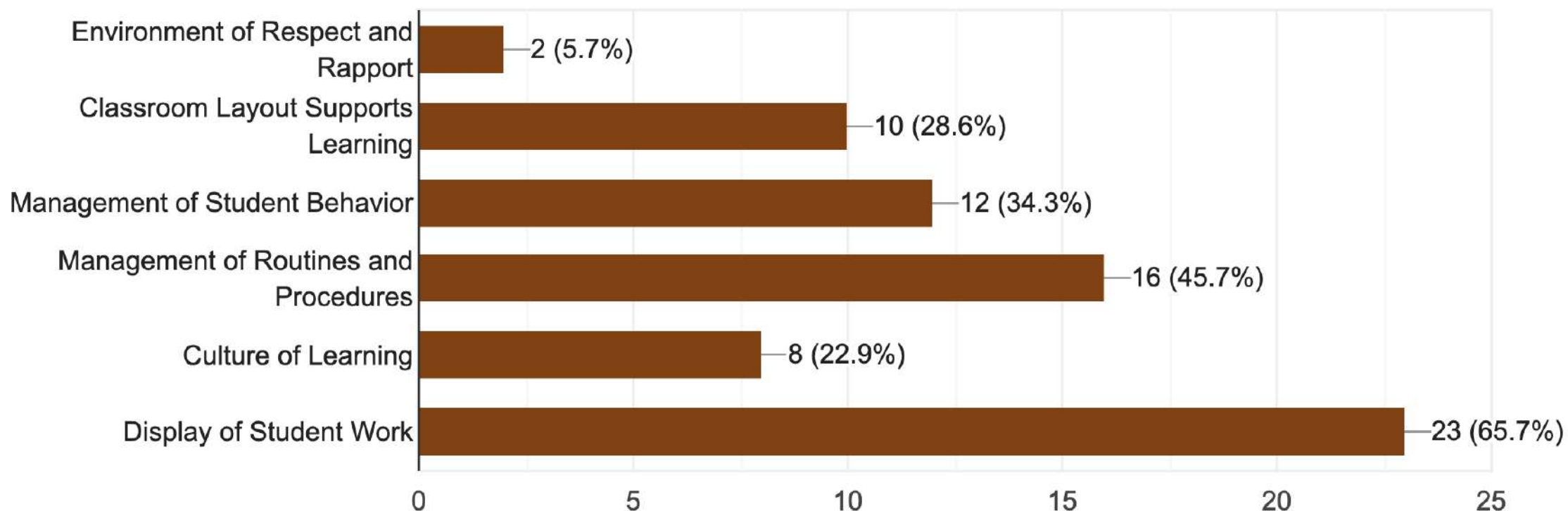


DOMAIN 2: CLASSROOM ENVIRONMENT

46 Observations recorded

AREAS FOR IMPROVEMENT: DOMAIN 2

35 responses



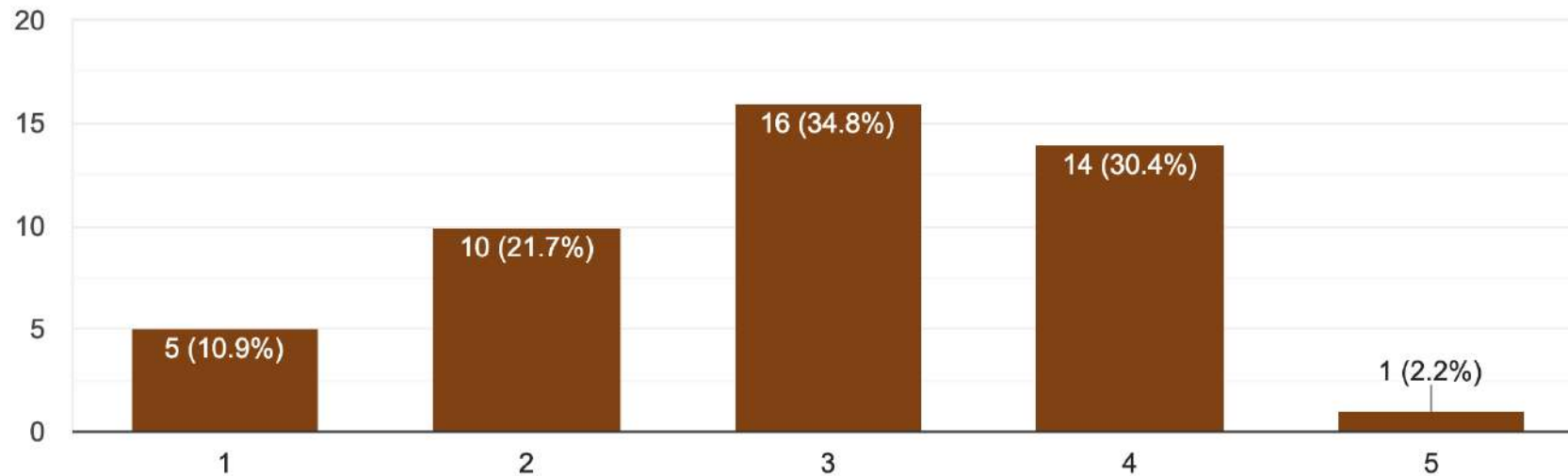
DOMAIN 3: TEACHING FOR EFFECTIVE LEARNING

AVERAGE PERFORMANCE RATING



DOMAIN 3: OVERALL RATING

46 responses



1- Weak
2- Acceptable
3- Good
4- Very Good
5- Outstanding

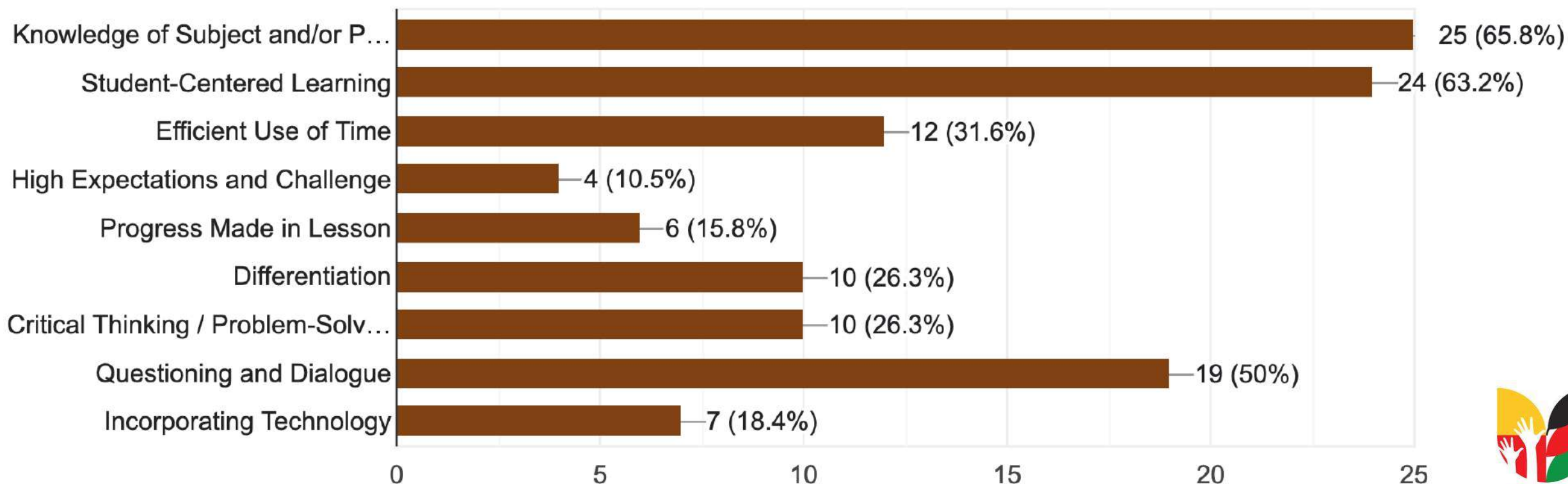
46 Observations recorded

DOMAIN 3: TEACHING FOR EFFECTIVE LEARNING

46 Observations recorded

STRENGTHS DOMAIN 3

38 responses

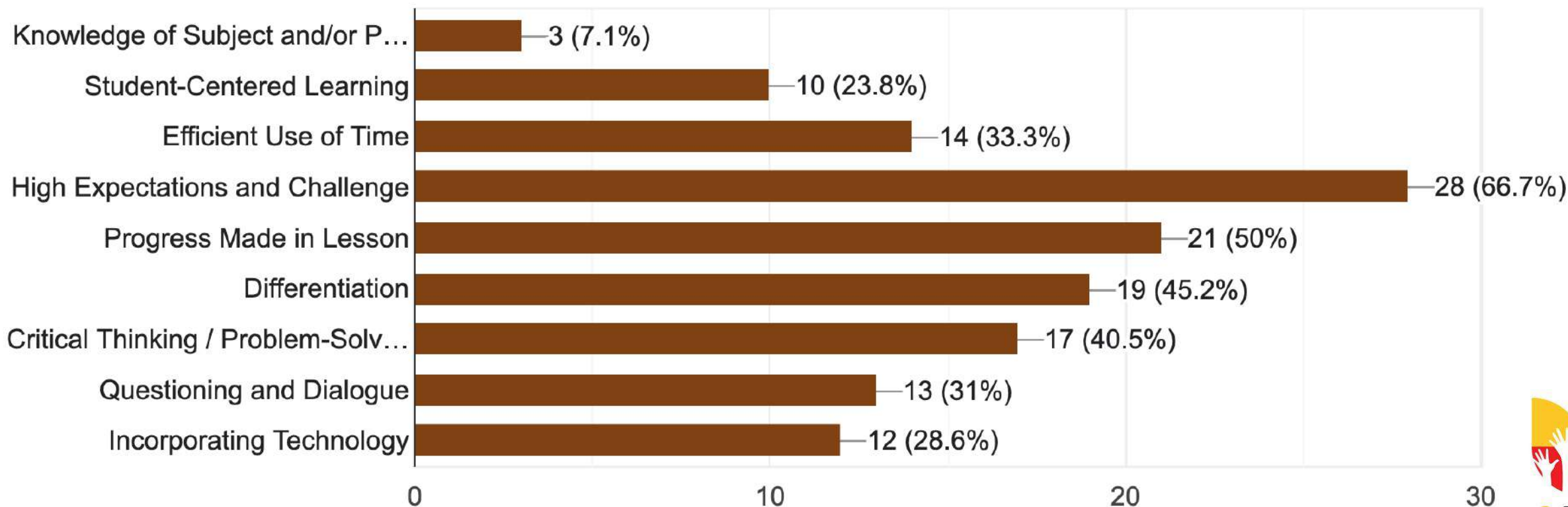


DOMAIN 3: TEACHING FOR EFFECTIVE LEARNING

46 Observations recorded

AREAS FOR IMPROVEMENT DOMAIN 3

42 responses



DOMAIN 4: STUDENT ENGAGEMENT AND LEARNING

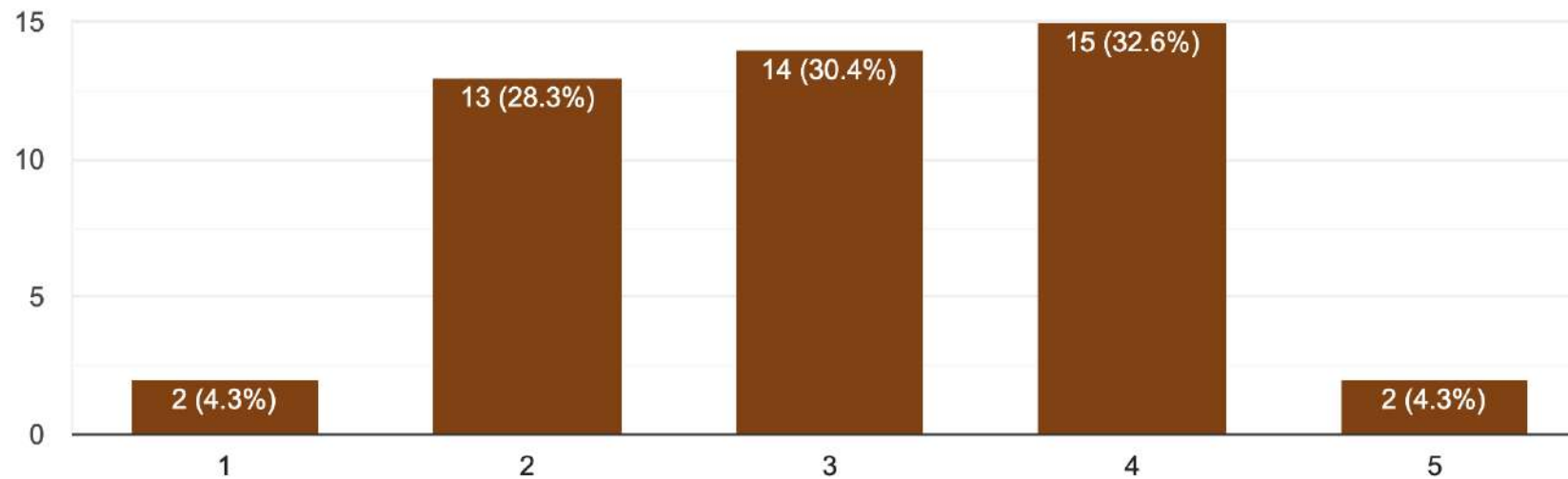
AVERAGE PERFORMANCE RATING



- 1- Weak
- 2- Acceptable
- 3- Good
- 4- Very Good
- 5- Outstanding

DOMAIN 4 OVERALL RATING

46 responses



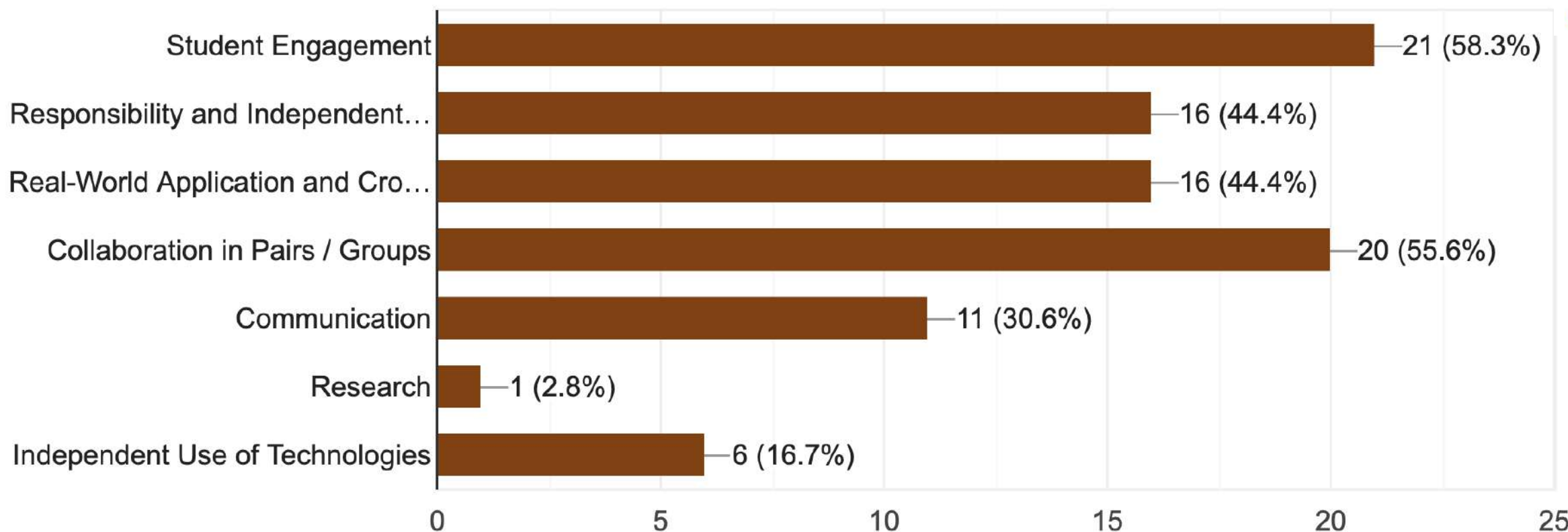
46 Observations recorded

DOMAIN 4: STUDENT ENGAGEMENT AND LEARNING

46 Observations recorded

STRENGTHS DOMAIN 4

36 responses

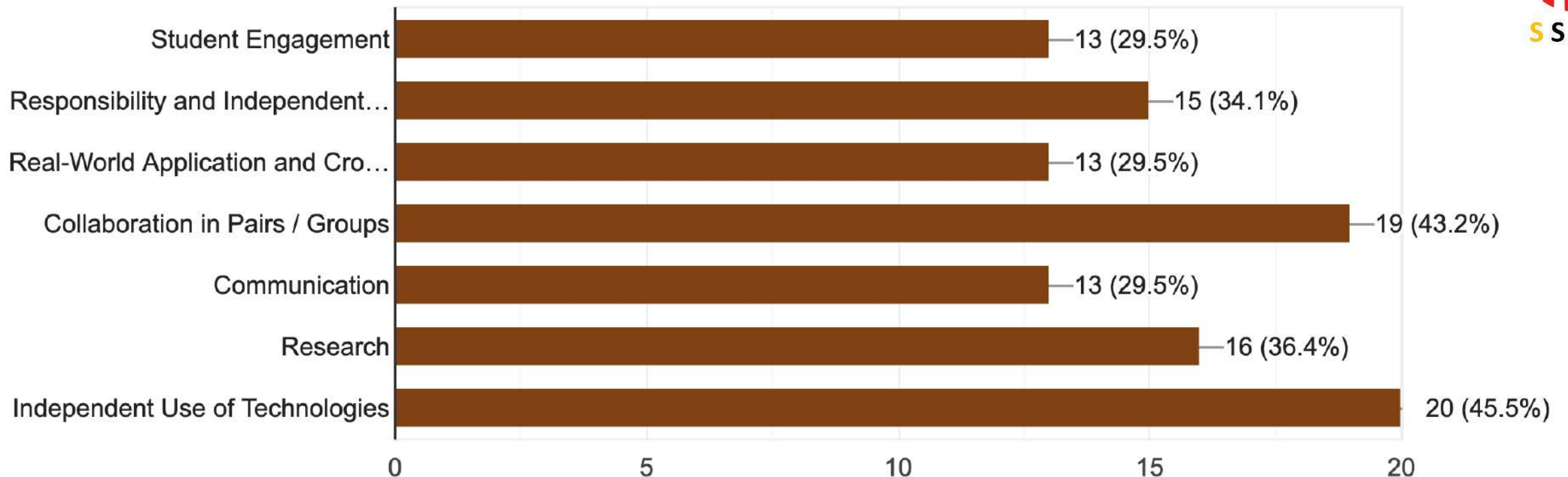


DOMAIN 4: STUDENT ENGAGEMENT AND LEARNING

46 Observations recorded

AREAS FOR IMPROVEMENT DOMAIN 4

44 responses



DOMAIN 5: ASSESSMENT AND EVALUATION

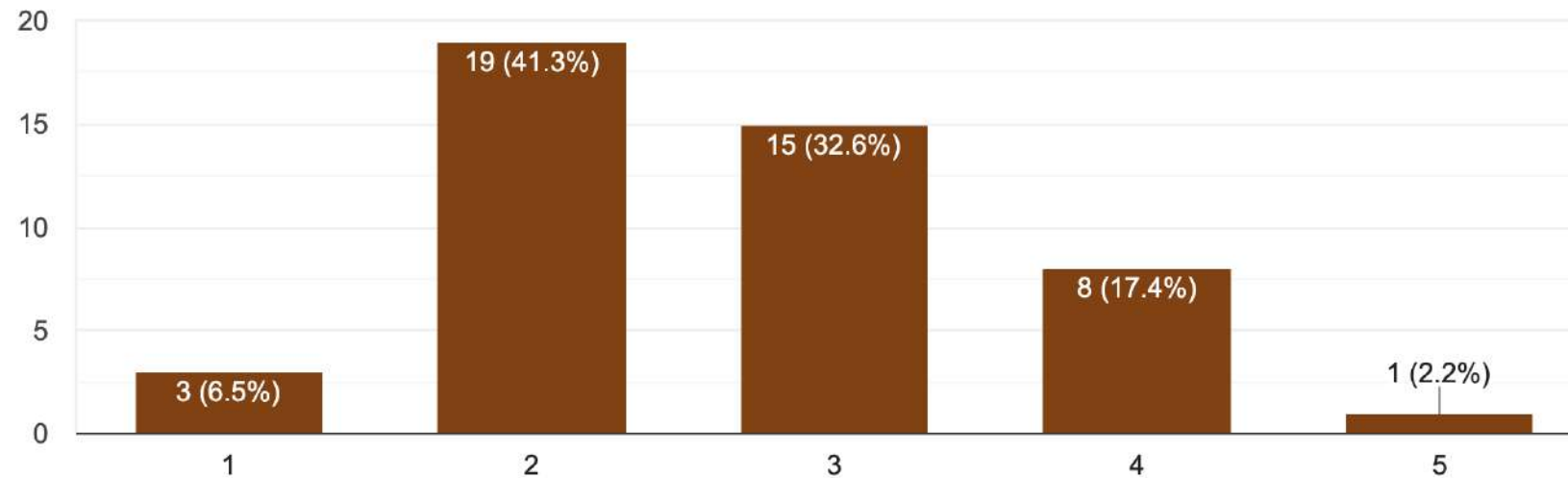
AVERAGE PERFORMANCE RATING



- 1- Weak
- 2- Acceptable
- 3- Good
- 4- Very Good
- 5- Outstanding

DOMAIN 5 OVERALL RATING

46 responses



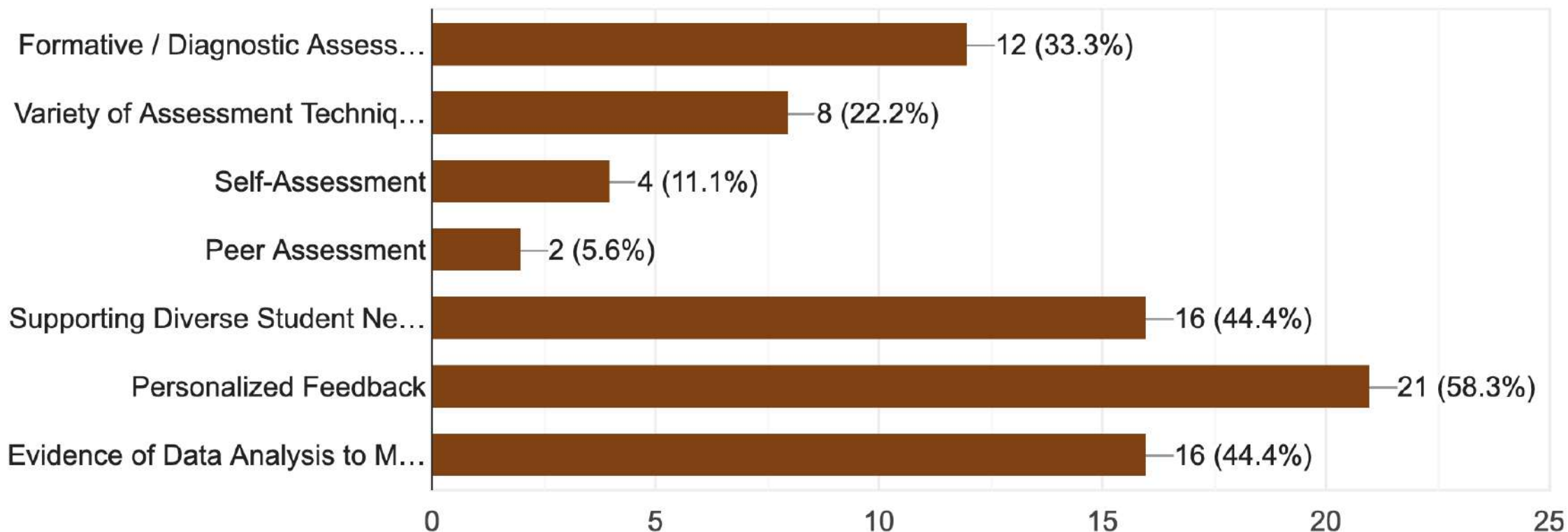
46 Observations recorded

DOMAIN 5: ASSESSMENT AND EVALUATION

46 Observations recorded

STRENGTHS DOMAIN 5

36 responses

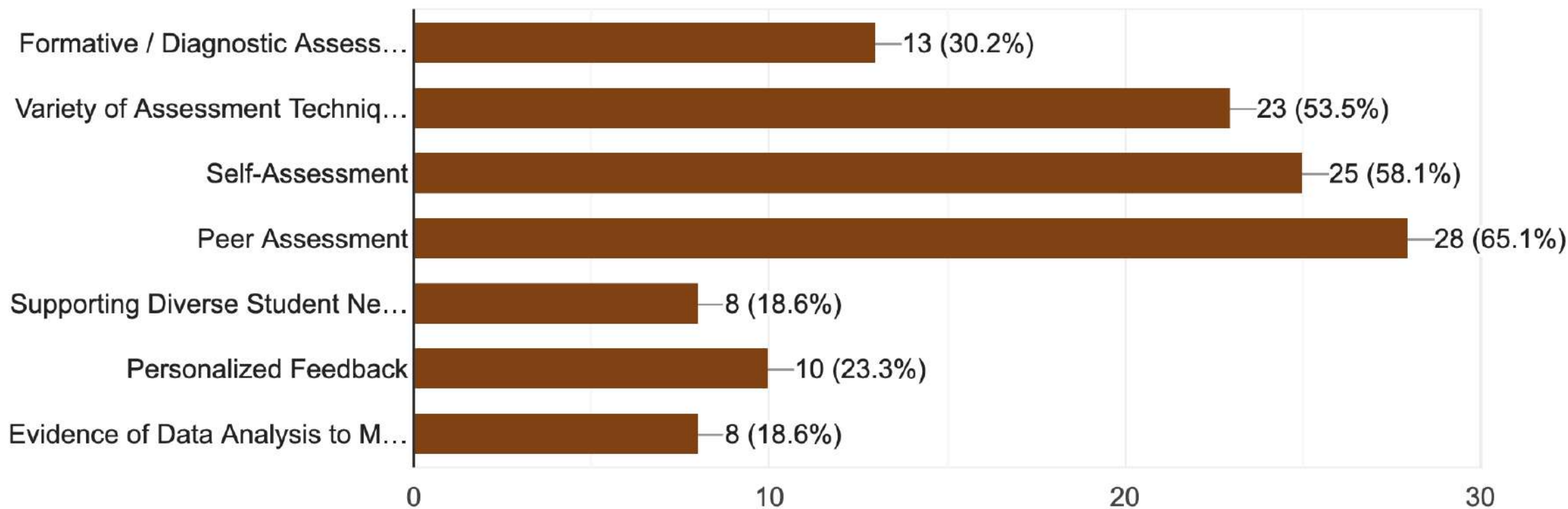


DOMAIN 5: ASSESSMENT AND EVALUATION

46 Observations recorded

AREAS FOR IMPROVEMENT DOMAIN 5

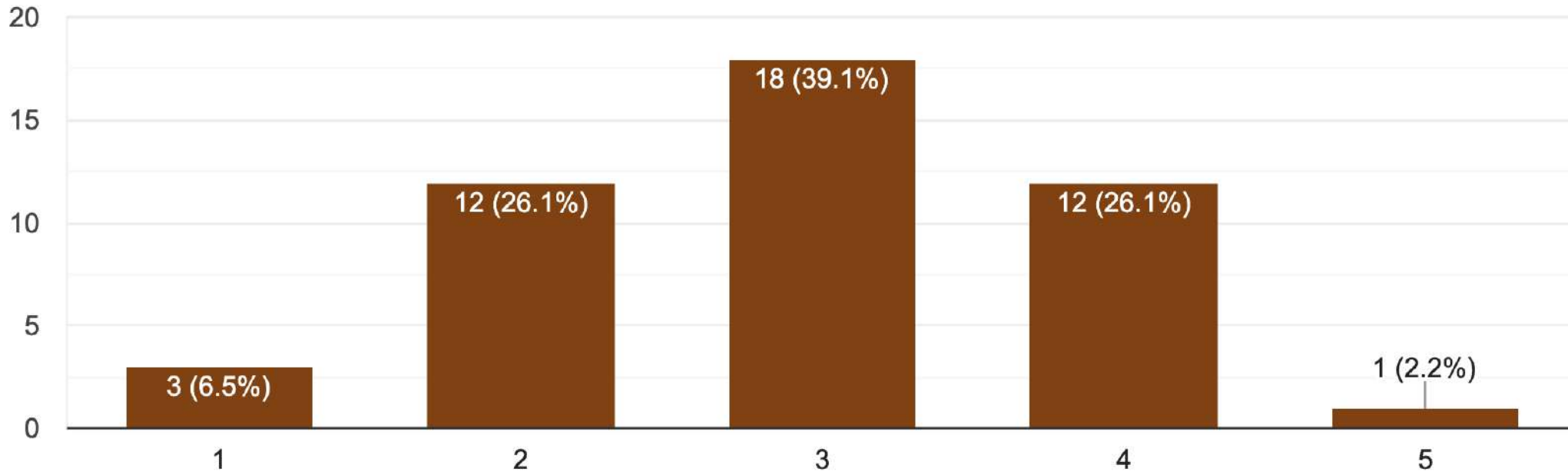
43 responses



OVERALL AVERAGE PERFORMANCE RATING

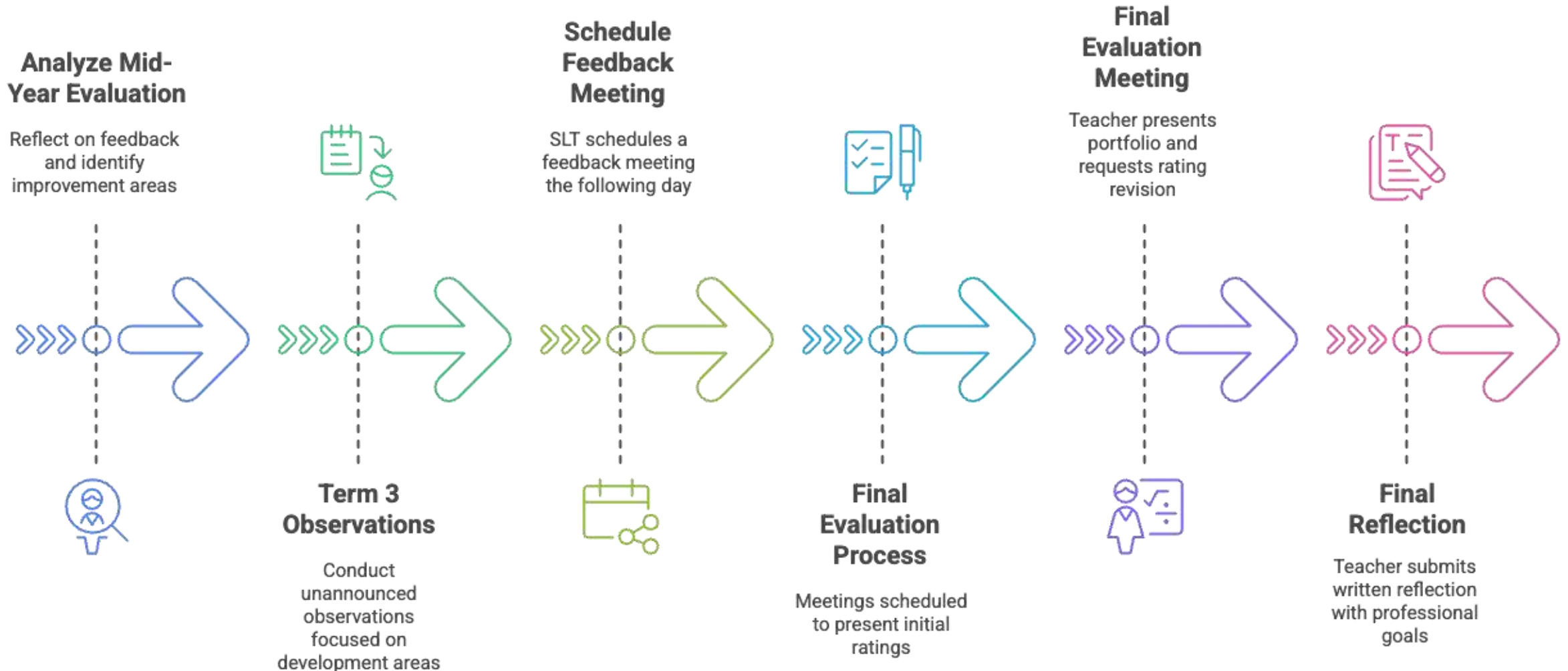
OVERALL RATING

46 responses



- 1- Weak
- 2- Acceptable
- 3- Good
- 4- Very Good
- 5- Outstanding

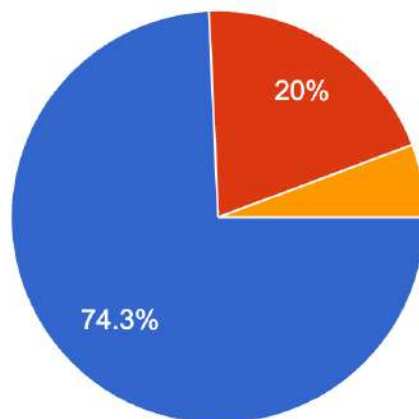
NEXT STEPS: Performance Evaluation Plan for Term 3





DEPARTMENT

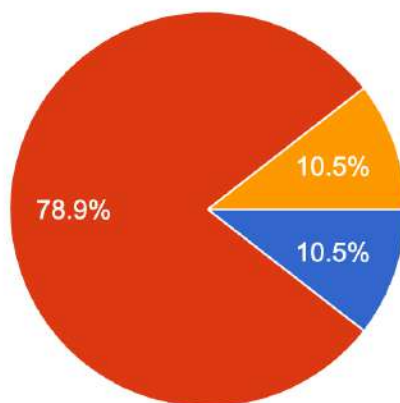
35 responses



- SPANISH CURRICULUM
- ENGLISH
- MOE

CYCLE-STAGE

19 responses



- KG-INFANTIL
- PRIMARY (grades 1 to 6)
- SECONDARY (grades 7 and up)

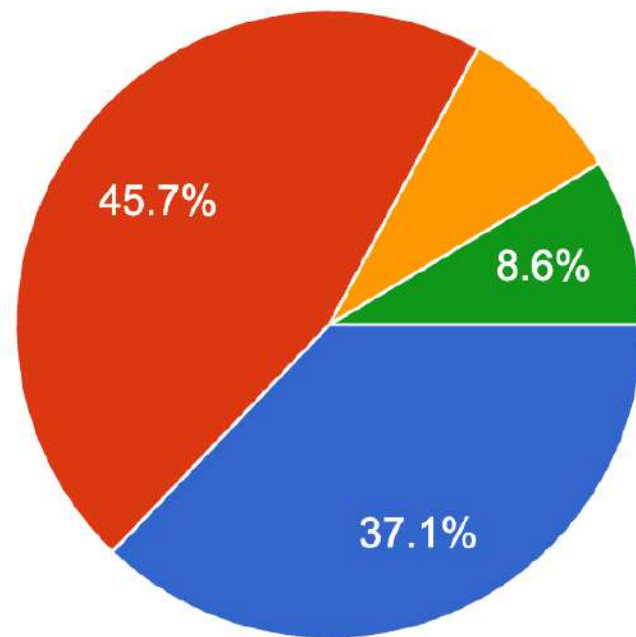
TERM 3- TARGETED OBSERVATIONS

CLASSROOM OBSERVATION RESULTS

DOMAIN 1: LESSON PLANNING AND PREPARATION

Learning Objectives

35 responses

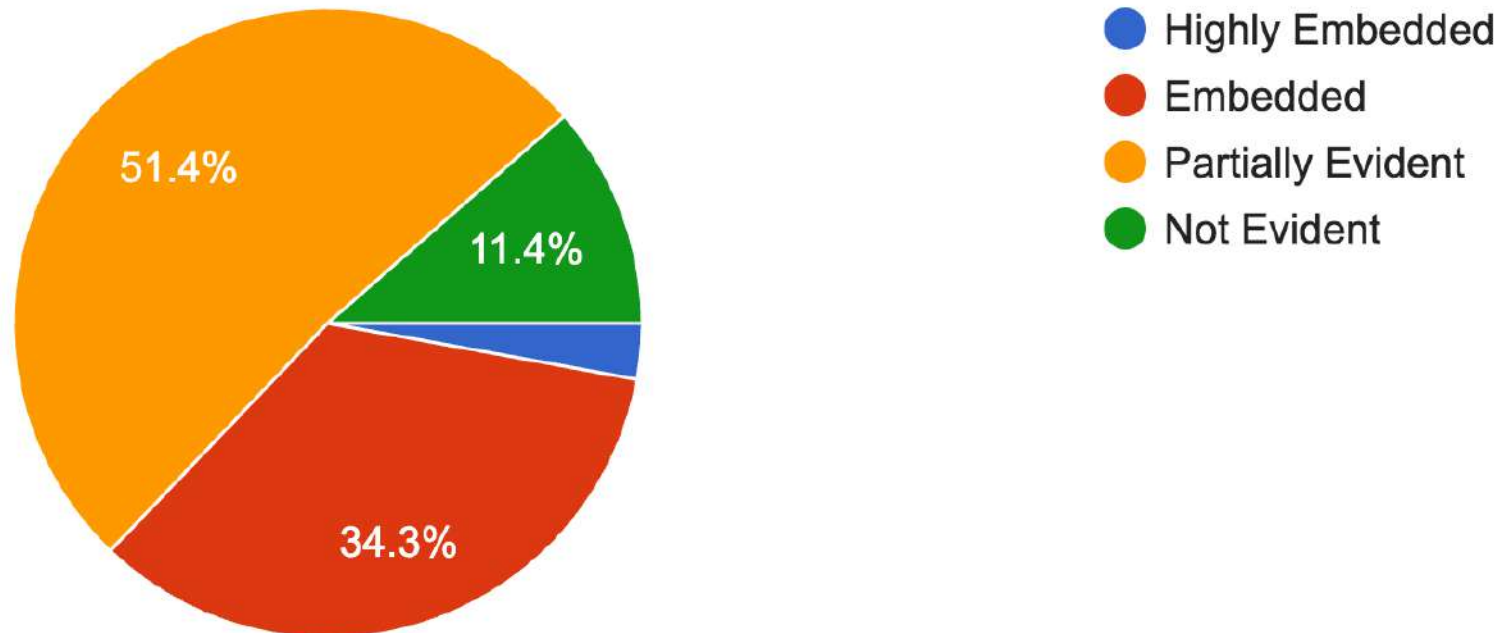


- Highly Embedded
- Embedded
- Partially Evident
- Not Evident

DOMAIN 1: LESSON PLANNING AND PREPARATION

Success Criteria

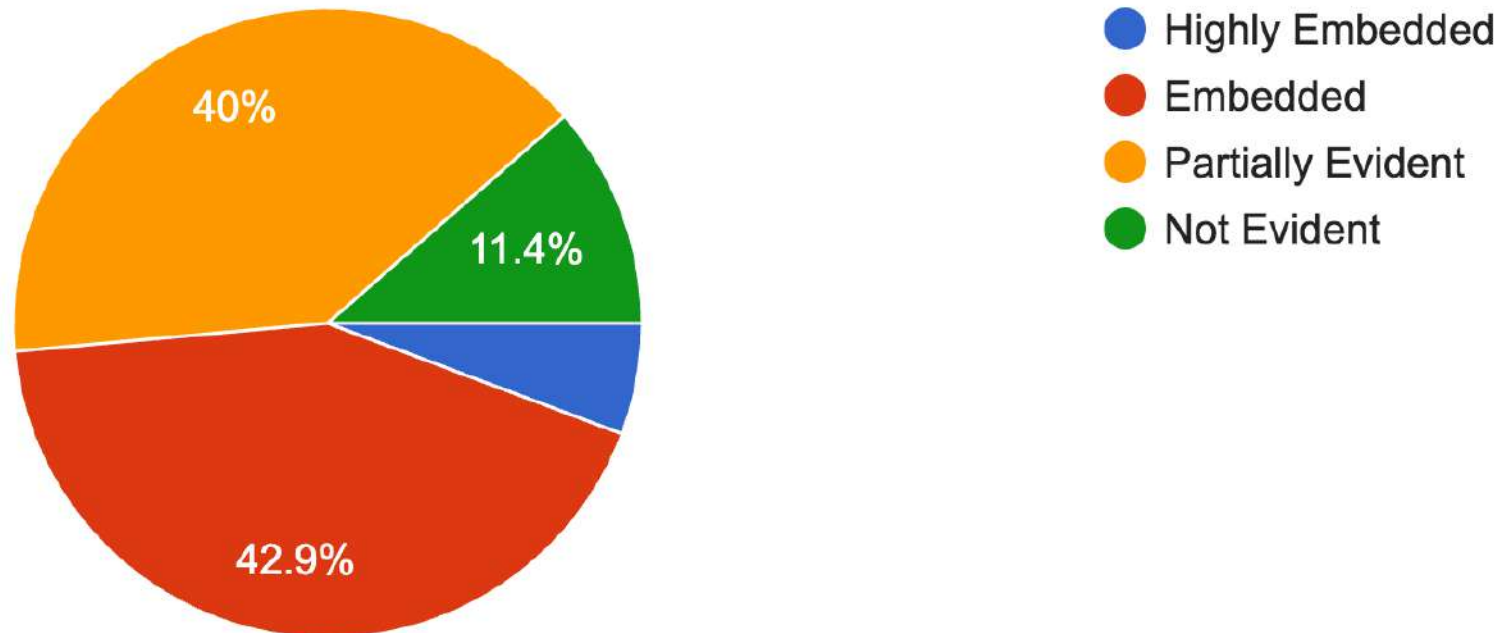
35 responses



DOMAIN 1: LESSON PLANNING AND PREPARATION

UAE National Identity

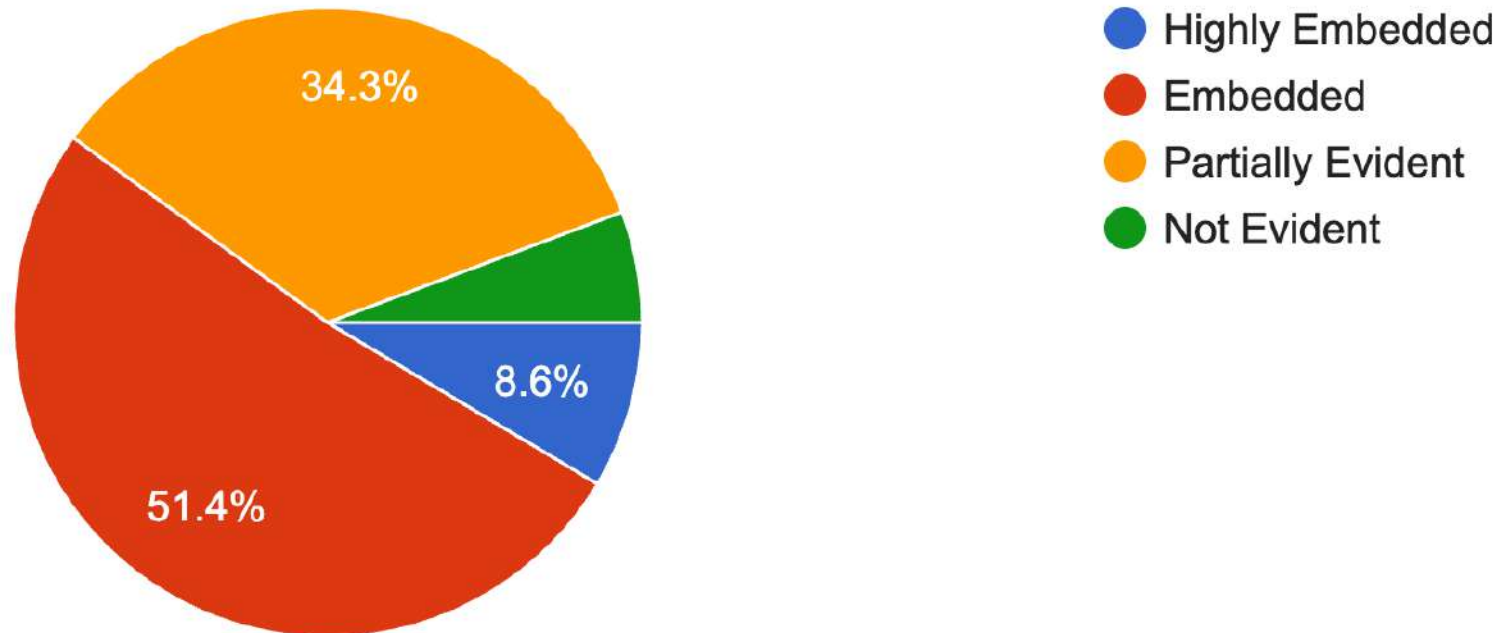
35 responses



DOMAIN 2: CLASSROOM ENVIRONMENT

Classroom Layout Supports Learning (including display of student work)

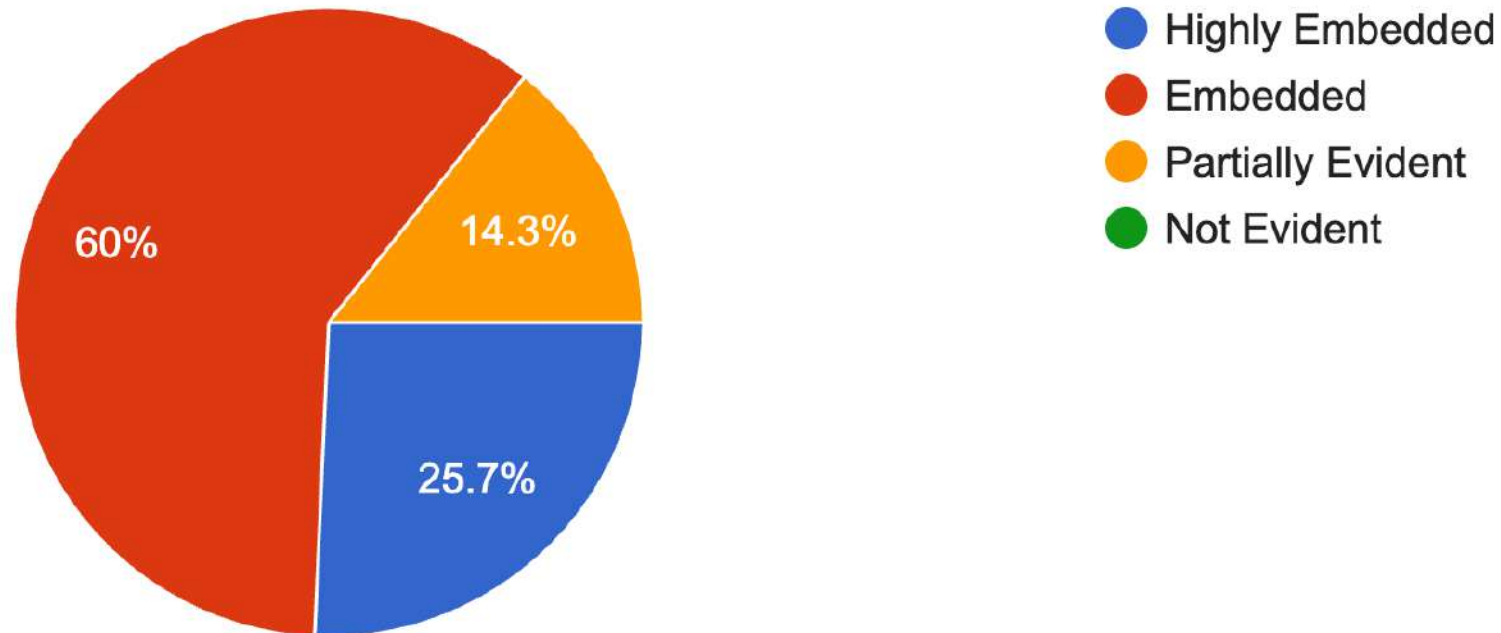
35 responses



DOMAIN 2: CLASSROOM ENVIRONMENT

Routines and Procedures

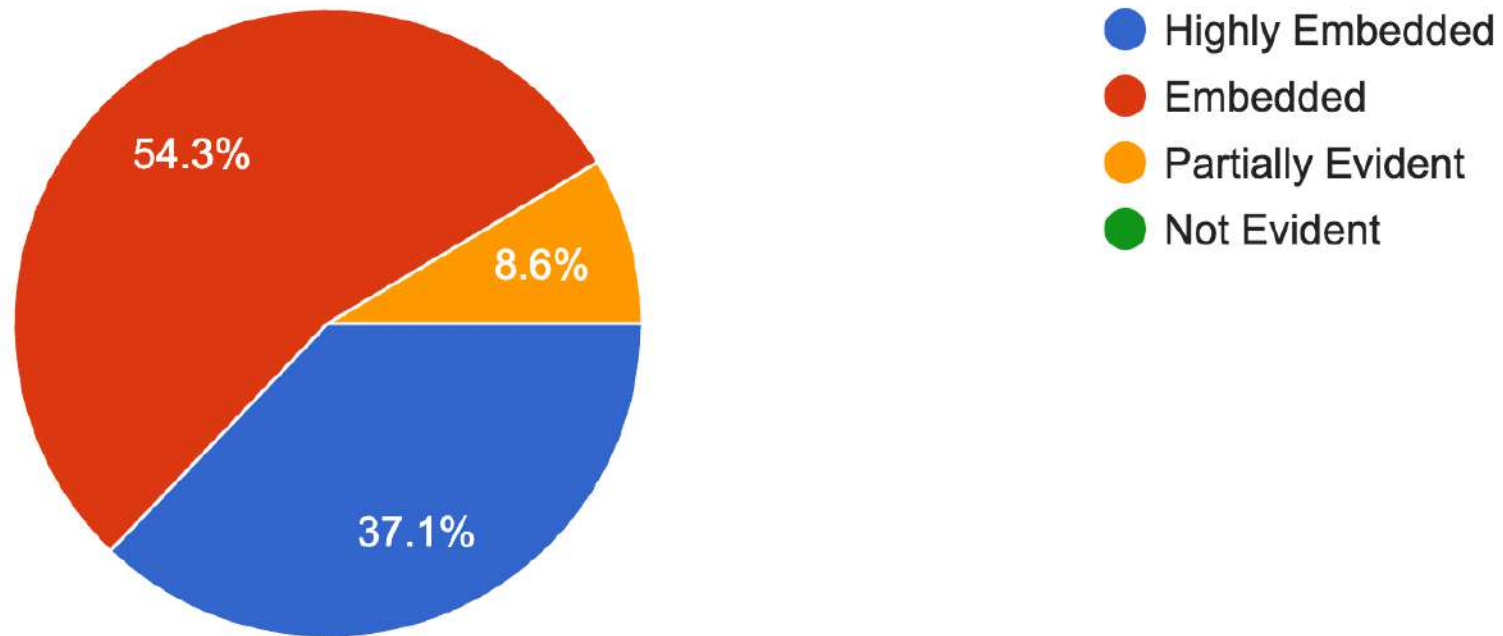
35 responses



DOMAIN 2: CLASSROOM ENVIRONMENT

Management of Student Behavior

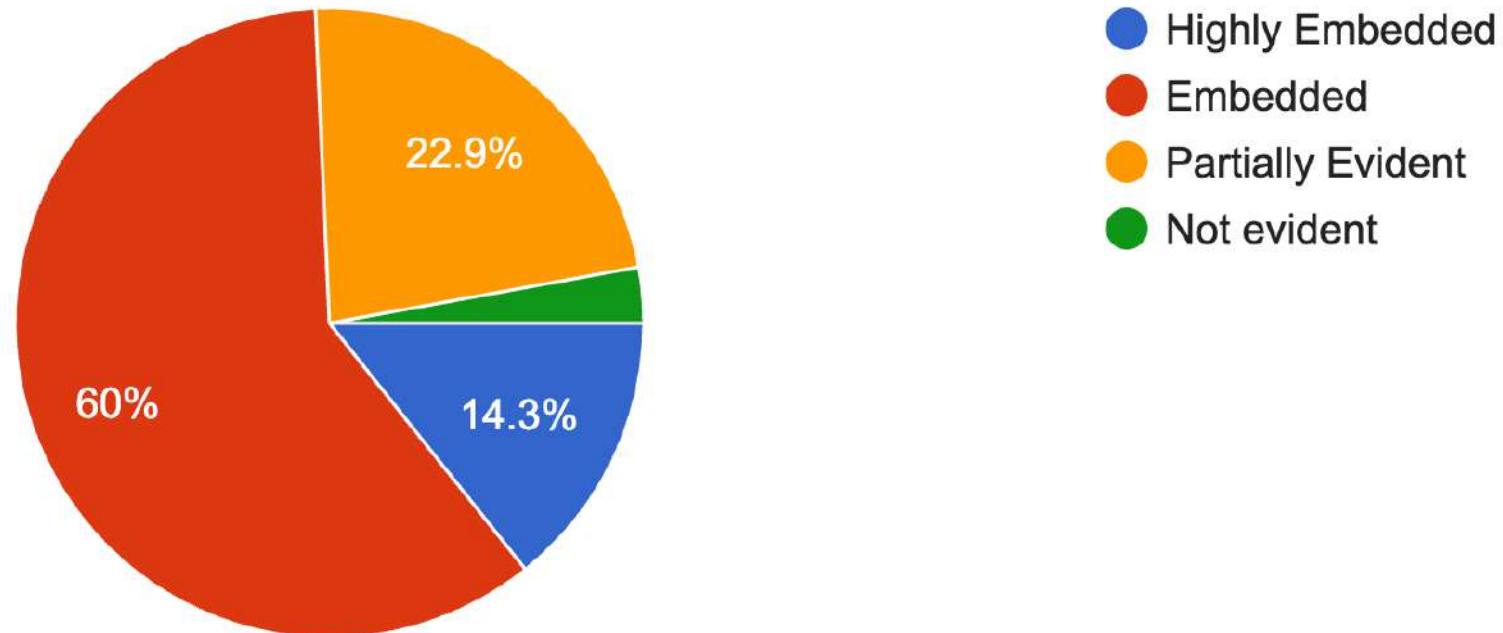
35 responses



DOMAIN 3: TEACHING FOR EFFECTIVE LEARNING

High Expectations and Challenge for All

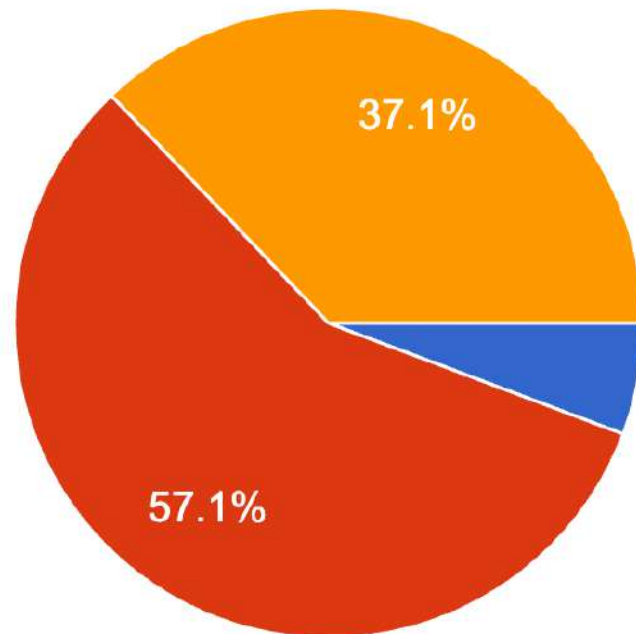
35 responses



DOMAIN 3: TEACHING FOR EFFECTIVE LEARNING

Progress Made in Lessons

35 responses

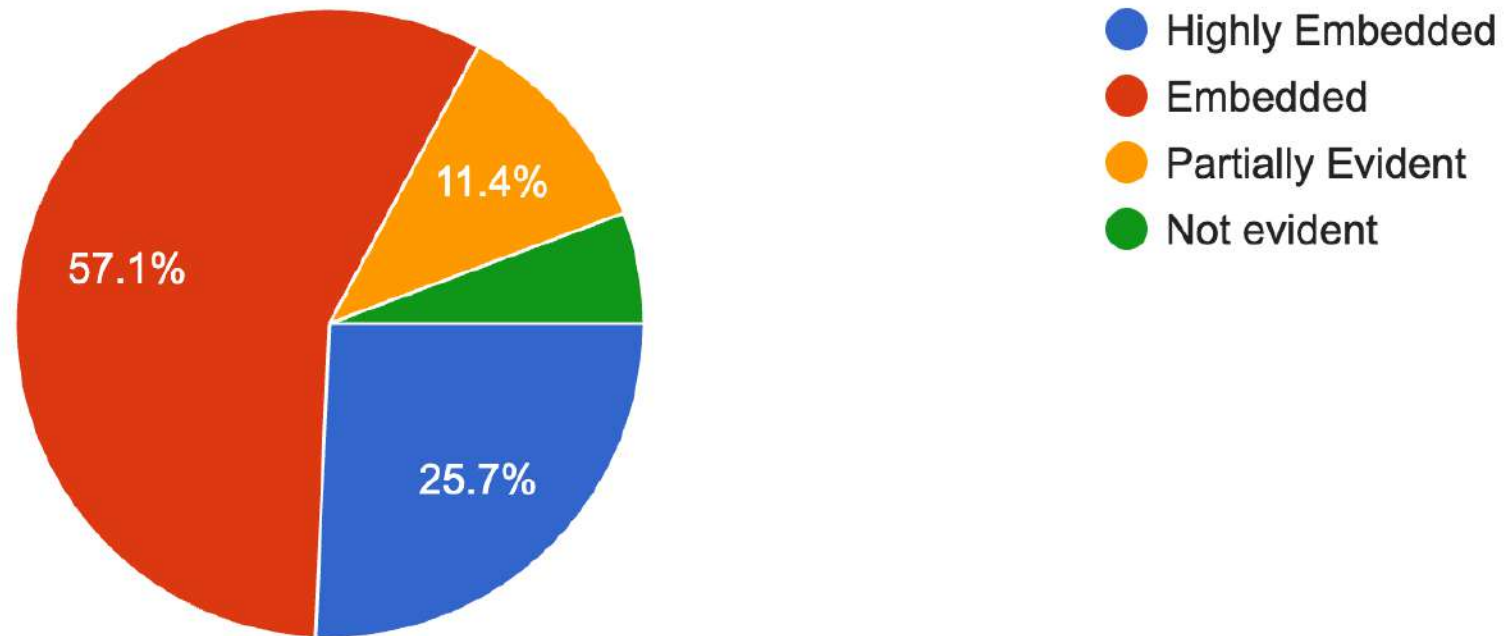


- Highly Embedded
- Embedded
- Partially Evident
- Not evident

DOMAIN 3: TEACHING FOR EFFECTIVE LEARNING

Differentiation

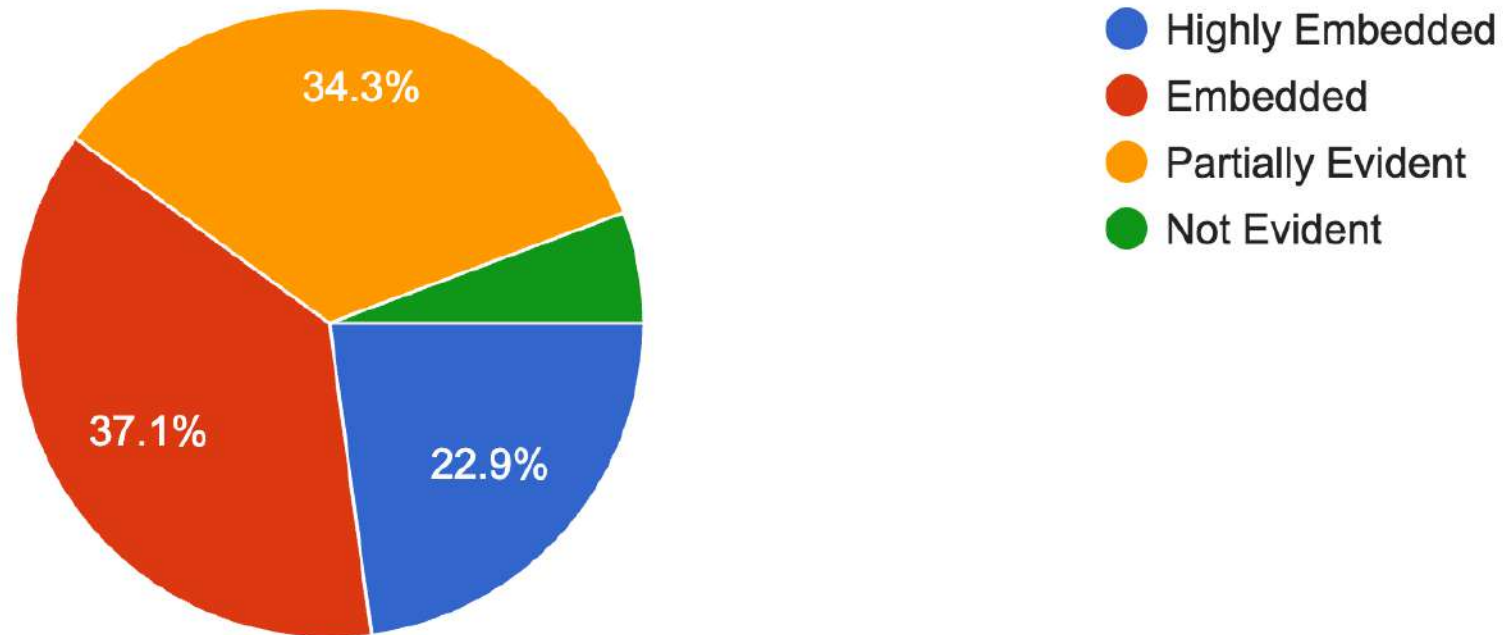
35 responses



DOMAIN 4 : STUDENT ENGAGEMENT AND LEARNING

Students Collaboration (Group and Pairs)

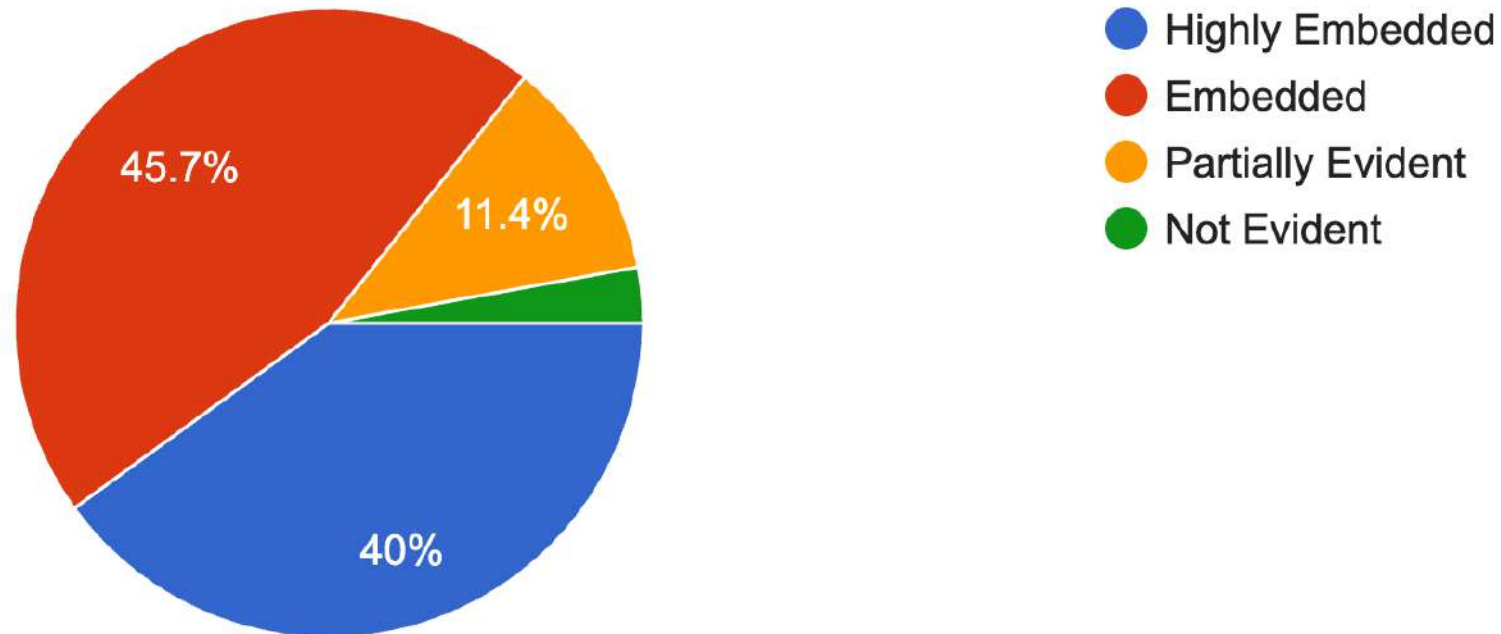
35 responses



DOMAIN 4: STUDENT ENGAGEMENT AND LEARNING

Communication

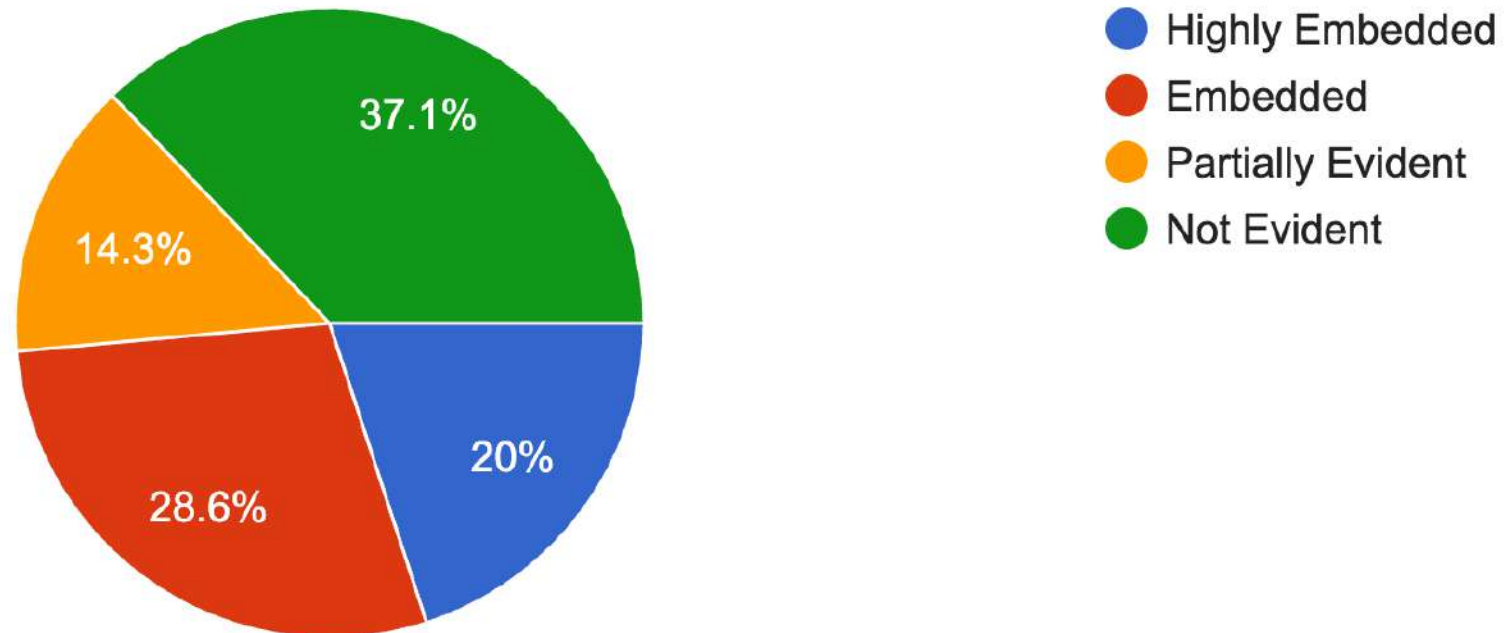
35 responses



DOMAIN 4 : STUDENT ENGAGEMENT AND LEARNING

Independent Use of Technology

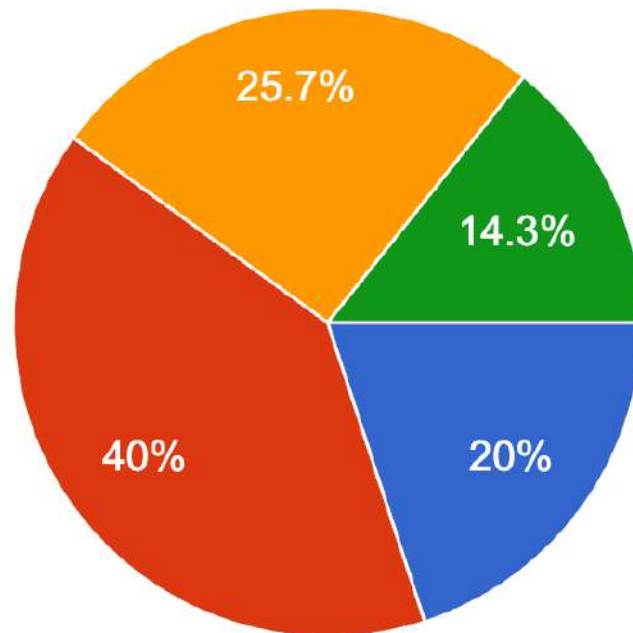
35 responses



DOMAIN 5 : ASSESSMENT AND EVALUATION

Self-Evaluation

35 responses

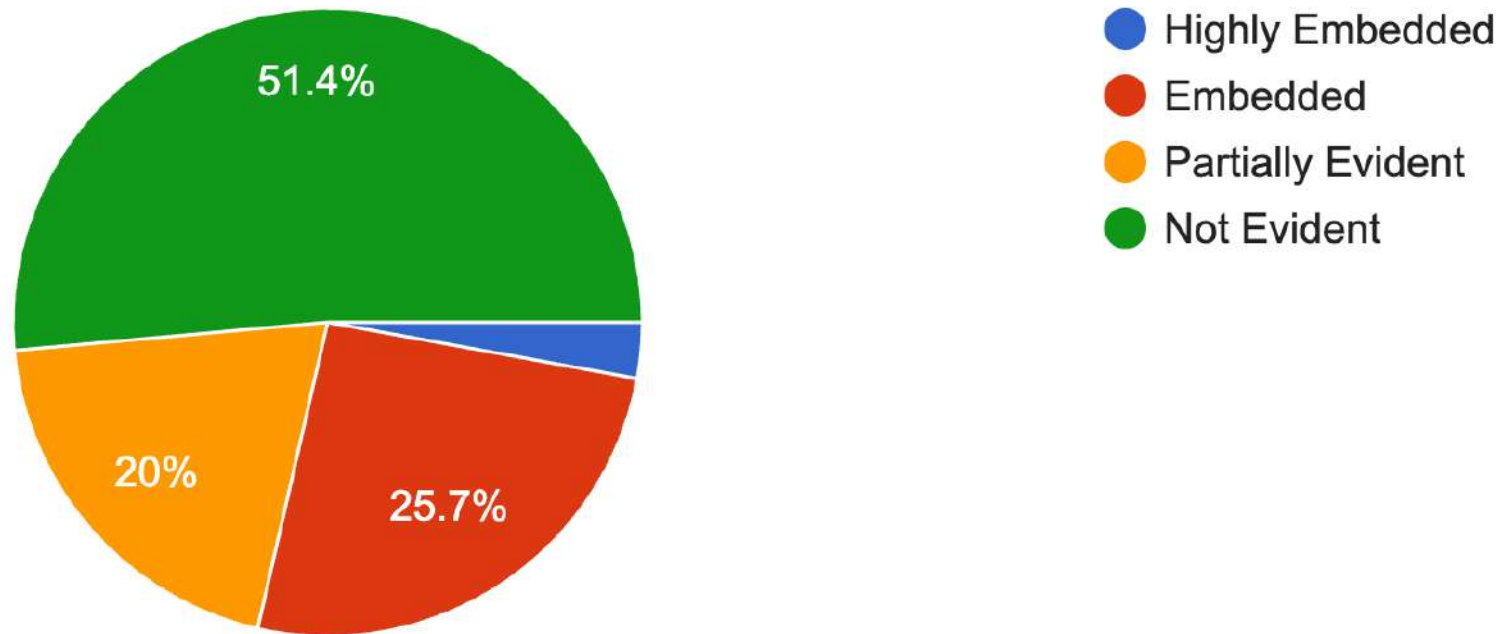


- Highly Embedded
- Embedded
- Partially Evident
- Not Evident

DOMAIN 5 : ASSESSMENT AND EVALUATION

Peer Evaluation

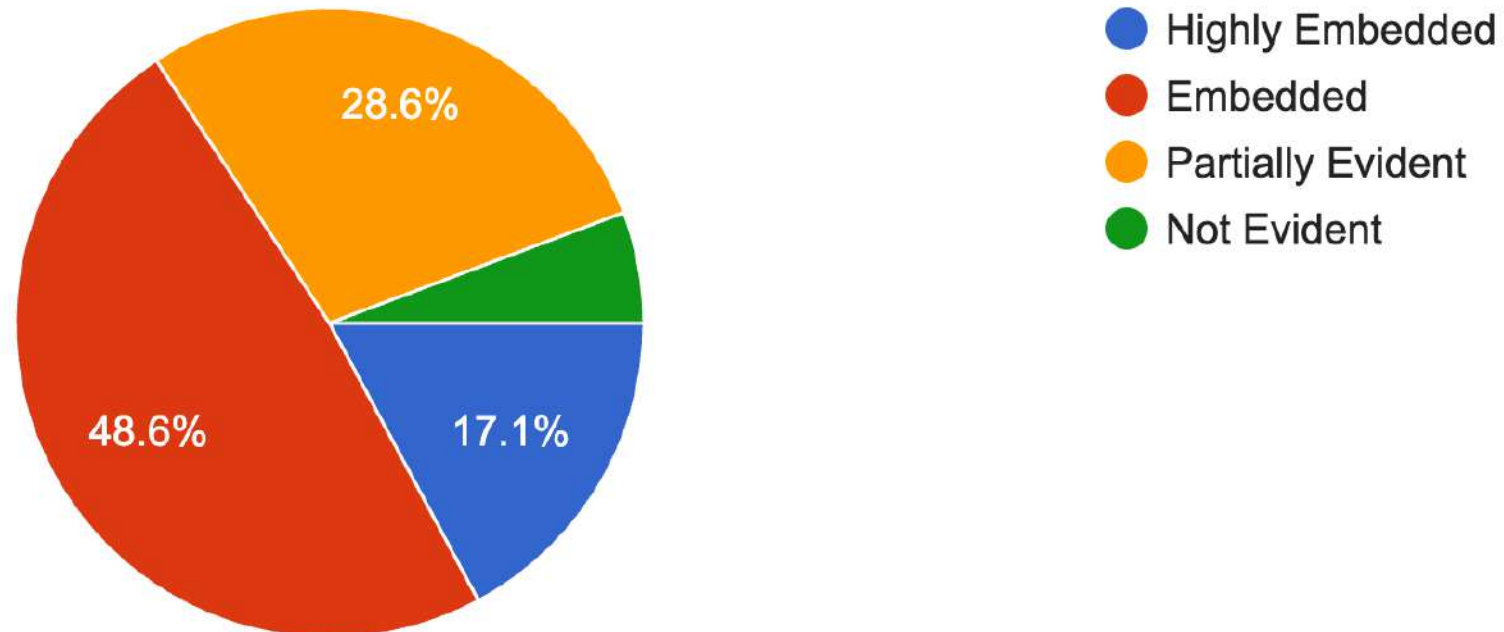
35 responses



DOMAIN 5 : ASSESSMENT AND EVALUATION

Variety of Assessment Used

35 responses



OVERALL ANALYSIS OF THE RESULTS: TEACHER DIGITAL COMPETENCE SELF-ASSESSMENT

The following section presents an analysis of the results of the school's first Teacher Digital Competence Self-Assessment. It identifies patterns of use across the school's digital platforms and tools, highlights **key strengths** and **areas for improvement**, and sets out a **proposed roadmap** for the faculty's **continued digital development**.

· Analysis of the use of the school's available digital platforms:

Tool	% High adoption (3-4)	% Low adoption (0-1)	Usage level
Google Classroom	74 %	16 %	Extended use
AI tools	71 %	0 %	Extended use
Canva	55 %	13 %	Moderate use
Emat	39 %	48 %	Moderate use
Apple Classroom / iPad apps	26 %	32 %	Limited use
CapCut	23 %	65 %	Limited use
Gemini	19 %	77 %	Limited use
Anaya	29 %	65 %	Limited use
IXL	29 %	58 %	Limited use
Blooket	17 %	57 %	Limited use
Kahoot	16 %	45 %	Limited use
Raz-Plus	10 %	74 %	Limited use



Busy Things	7 %	90 %	Limited use
Edpuzzle	6 %	74 %	Limited use
Napkin AI	7 %	73 %	Limited use
Onmat	6 %	94 %	Limited use
ProfeDeELE	6 %	71 %	Limited use
GeoGebra	3 %	97 %	Limited use
Scratch / Scratch Jr.	3 %	97 %	Limited use
Genially	3 %	73 %	Limited use

* It should be noted that certain digital platforms or tools are **used for specific subjects**; for this reason, they are identified as having limited use.

Therefore, the following table analyzes and displays the **differences in the use of digital tools and platforms** between the two groups (**Spanish Staff** and **English/Arabic Staff**).

Platform / Tool	% High adoption among Spanish-speaking teachers	% High adoption among English and Arabic speaking teachers
Canva	69,6 %	12,5 %
CapCut	21,7 %	25,0 %
Edpuzzle	4,3 %	12,5 %
Genially	4,5 %	0,0 %



Scratch / Scratch Jr.	4,3 %	0,0 %
Blooket	9,1 %	37,5 %
Kahoot	8,7 %	37,5 %
Apple Classroom / iPad apps	13,0 %	62,5 %
Google Classroom	69,6 %	87,5 %
AI tools (conjunto)	78,3 %	50,0 %
Gemini	17,4 %	25,0 %
Napkin AI	4,5 %	12,5 %
Anaya	39,1 %	0,0 %
Busy Things	4,3 %	12,5 %
ProfeDeELE	8,7 %	0,0 %
Raz-Plus	4,3 %	25,0 %
Emat	52,2 %	0,0 %
GeoGebra	4,3 %	0,0 %
IXL	26,1 %	37,5 %
Onmat	8,7 %	0,0 %

· **Use by the Spanish-speaking faculty:** they stand out in the use of **Emat, Anaya, ProfeDeELE, Canva, and AI applications.**

- **Use by the English and Arabic speaking faculty:** they use **Blooket, Kahoot, Busy Things, Gemini,** and **Apple's** native apps **Classroom / iPad** more frequently.
-

QUALITATIVE STRENGTHS IDENTIFIED

The following summarizes the **strengths commonly identified** across the entire teaching staff in their use of digital tools and platforms:

- **Daily integration of devices and the interactive whiteboard.**

The teaching staff report constant use of technology as an integral part of the class, as reflected in statements such as: *"Daily use in the classroom"* and *"Technology is part of my lessons."*

- **Adaptability and ongoing professional development.**

They emphasize their flexibility in adopting new applications and their readiness to learn and innovate continuously, as reflected in comments such as: *"I adapt easily to new tools"* and *"I am eager to keep learning."*

- **Creation of interactive materials.**

The team regularly produces interactive resources such as tests, videos, interactive presentations, and activities that enrich the learning experience and foster student engagement.

KEY IMPROVEMENT NEEDS IDENTIFIED IN TEACHERS' RESPONSES

On the other hand, the following summarizes the **commonalities identified** across the entire teaching staff regarding the **needs for improvement** in the use of digital tools and platforms:

- **Learning new apps and Artificial Intelligence.**

The teaching staff request to broaden their repertoire of tools and master educational AI, as reflected in comments such as: *"Knowledge of more tools"* and *"I want to learn more about AI & gamification."*

- **Creation of video and multimedia content.**

There is interest in producing audiovisual resources and dynamic online assessments, as reflected in comments such as *"Create educational videos"* and *"To prepare online assessments via challenging games."*

· **Management of technical issues in the classroom.**

Teachers express a need for support to ensure connectivity and resolve unexpected technical issues, thereby guaranteeing reliability during class.

· **Technology-supported formative assessment**

There is a need for increased use of platforms that enable continuous monitoring of learning progress.

· **Differentiation and individualized support**

Teachers wish to further develop their use of tools that enable personalised tasks and feedback, adapting to the different levels and needs of their students.

PROPOSED NEXT STEPS

1. **Proposal for tiered training sessions**, enabling each teacher to join the level they deem most beneficial: **Basic, Intermediate, or Advanced**. *(In development)*.

· *Examples of training sessions planned for all three levels: Google Classroom; Apple native apps; Apple Classroom; Differentiation; Automated assessment and feedback; Gamification; Creation of interactive videos (especially for KG); AI tools for student use; Ethics and privacy in AI use; and song creation, among others.*

2. **Individual mentoring** for teachers who request it, or for those identified as needing targeted support with specific digital platforms or tools.
3. **Creation of a website with a shared resource bank** *(permanently updated)* containing all resources available at the school along with recorded explanations and tutorials.
4. **Semi-annual monitoring**. Repeat the self-assessment in January 2026 to measure progress and adjust the plan.

These proposals focus training on individual needs, offer a space where resources can be quickly located for any requirement, and enable the school to keep an **up-to-date understanding of the teaching staff's level of digital competence**.



Staff Achievements and Professional Growth (2024–2025)

During the 2024–2025 academic year, the Spanish School of Abu Dhabi has continued to strengthen its culture of professional excellence through sustained investment in staff development and recognition of individual achievements. In alignment with our School Development Plan and our commitment to high-quality teaching and leadership, several members of staff have successfully completed or are currently pursuing advanced postgraduate qualifications with reputable international universities.

Postgraduate Academic Qualifications

Our leadership and academic capacity have been significantly reinforced through the following achievements:

- **Verónica Montoro Hinojosa** (Inclusion and Guidance) – Master’s Degree in Leadership and Management of Educational Institutions, Universidad Internacional de Valencia (Online, October 2025).
- **María Pérez Vaya** (Primary) – Master’s Degree in Leadership and Management of Educational Institutions, Universidad Internacional de Valencia (Online, October 2025).

These qualifications directly support the development of distributed leadership within the school and strengthen middle leadership capacity across academic and inclusion departments.

- **Santiago Camazón Gonzalvo** (Inclusion and Guidance) – Master’s Degree in Applied Behavior Analysis, Universidad de Cádiz (Online, July 2025), enhancing our capacity to implement evidence-based interventions for Students of Determination.
- **Diana Rodríguez González** (Inclusion and Guidance) – Specialization in Audition and Language, Universidad Camilo José Cela (Online, October 2025), strengthening early identification and language intervention practices.
- **David Vilchez Cacho** and **Anna Díaz-Tarragó Clota** (Primary) – Master’s Degree in Teaching Spanish as a Foreign Language (ELE), Universidad Europea Miguel de Cervantes (Online, February 2025), directly supporting our multilingual model and reinforcing Spanish language acquisition for non-native speakers.

These qualifications are particularly relevant to our strategic priorities: inclusion, Spanish as a Foreign Language (ELE), differentiated instruction, and leadership development.

Sporting Achievement and Staff Wellbeing

We are also proud to recognize the personal and professional accomplishment of:

- **Eva Fuertes Mosella** (Primary), who achieved **3rd Place in Swimming** at the Open Masters Games Abu Dhabi, organized by the Abu Dhabi Sports Council.

This accomplishment reflects the school’s broader commitment to holistic development, wellbeing, and modelling perseverance and excellence for our students.

Overall, staff engagement in high-level professional development—primarily through accredited external university programs delivered online—demonstrates a strong culture of lifelong learning. These achievements have had a direct and measurable impact on classroom practice, inclusive provision, language development, and leadership capacity within the school.



The Spanish School of Abu Dhabi Professional Data Plan

The professional development schedule outlined for the 2024-2025 academic year is strategically designed to support continuous improvement in teaching and learning through a wide range of targeted, data-driven, and collaborative sessions. With a strong emphasis on differentiated instruction, assessment literacy, inclusive practices, curriculum alignment, and safeguarding, the PD calendar ensures that all staff members—from classroom teachers to administrative and support staff—receive relevant and impactful training. Led by a diverse team of instructional leaders, content experts, and external consultants, the sessions foster a culture of reflective practice and innovation. By integrating walkthroughs, collaborative planning, curriculum reviews, data analysis, and schoolwide initiatives, the PD plan aims to empower educators to meet the diverse needs of students, align with inspection standards, and enhance student outcomes across all departments. All dates, trainings and participants are subject to change based on need and these may not be noted. Format and setting varies according to need.

Meeting Date	Topic	Lead By	Audience
14/08/2024	Leadership Team Induction	Eva Sanchez	Leadership Team
19/08/2024	Back to School Presentation	Eva Sanchez	All Teachers
19/08/2024	Health and Safety Training	HSO	All Teachers
20/08/2024	New Joiners Onboarding	Various	New Staff
21/08/2024	Inspection Results and Next Steps	Eva Sanchez	All Teachers
22/08/2024	Teacher Performance Management	Eva Sanchez/ Andrea Pasek	All Teachers
22/08/2024	Goals and New Policy: Guidance and Inclusion Department	Veronica Montoro	All Teachers
24/08/2024	ELE Individual Planning	Angela DeVore	ELE Team
04/09/2025	Inclusion Individual Planning	Angela DeVore / Veronica	Department
05/09/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
12/09/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
13/09/2024	Spanish Curriculum Inspection Planning	Eva Sanchez	SLT
17/09/2024	Spanish Reading Progress Monitoring	Ava Torres	Select SLT
19/09/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
20/09/2024	Strategies for Differentiation	Jeff Evans	All Teachers
23/09/2024	Alef Training	Alef Trainer	MOE Department
24/09/2024	NWEA MAP Overview	Angela Devore	All Spanish Curriculum Teachers and English Department
24/09/2024	Student Safeguarding Workshop	Alba Godall	Kindergarten Teachers
25/09/2024	Designing and Implementing Structured Lessons	Yvette Flippen	English Department Primary Teacher, Kindergarten Teachers
25/09/2024	Student Progress Collaborative Meeting	Antonio Campos	Grade 3 Teachers
26/09/2024	Student Progress Collaborative Meeting	Antonio Campos	Grade 3 Teachers
26/09/2024	Whole School Differentiation Focus Projects	Ester Gracia	All Teachers
26/09/2024	NWEA MAP Proctoring	Angela Devore	All Spanish Curriculum Teachers and English Department
27/09/2024	NWEA MAP Training Inclusion Department	Angela DeVore	Guidance/ Inclusion Team
29/09/2024	Alef Conference: Arabic Language Development	Handa Taha	Head MOE
30/09/2024	Student Progress Collaborative Meeting	Antonio Campos	Grade 4 Teachers
30/09/2024	Student Safeguarding Workshop	Alba Godall	English Department
01/10/2024	Student Safeguarding Workshop	Alba Godall	Spanish Curriculum Teachers
03/10/2024	Google Classroom Training	Google Classroom Trainer	All Teachers
04/10/2024	Schoolwide Positive Behavior Supports	Angela	Guidance/ Inclusion
04/10/2024	Student Safeguarding Workshop	Alba Godall	Classroom Assistants
07/10/2024	Google Drive Training Session	David Vilchez	All Teachers
08/01/2024	Differentiation Day Initiative: Teachers will apply information learned about differentiating activities through creating and sharing a task.	Ester Gracia	All Teachers
08/10/2024	Alef Arabic Language Development Baseline Training	Alef Trainer	VP, Arabic HOD
10/10/2024	Walkthroughs/ Continous Improvement Support	Jeff Evans	All Teachers
12/10/2024	Continuous Improvement through Inspection Training from IST	IST Staff	VP
13/10/2024	Continuous Improvement through Inspection Training from IST	IST Staff	VP
19/10/2024	Continuous Improvement through Inspection Training from IST	IST Staff	VP
22/10/2025	Primary Grade Teams Data Talks	Angela DeVore	Spanish Curriculum Teachers
23/10/2024	Continuous Improvement through Inspection Training from IST	IST Staff	VP
24/10/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
25/10/2024	Student Safeguarding Workshop	Alba Godall	Operations and Administrative Staff
28/10/2024	Walkthroughs/ Continuous Improvement Support	Toni Garcia	Spanish Curriculum Teachers
29/10/2025	Student Choice Boards in the MOE Curriculum	Sajida Moussa	HOD MOE Curriculum
29/10/2024	Individualized Professional Development by Department	Toni Garcia	Spanish Curriculum Teachers
30/10/2024	Individualized Professional Development with Senior Leadership Team	Toni Garcia	Spanish Curriculum Teachers
30/10/2024	Learning Strategies PD	Toni Garcia	Spanish Curriculum Teachers
31/10/2024	Walkthroughs/ Continuous Improvement Support	Toni Garcia	Spanish Curriculum Teachers
01/11/2024	Personalized Learning PD	Toni Garcia	Spanish Curriculum Teachers
07/11/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
08/11/2024	NWEA MAP Essential Reports Planning	Danielle Larange	SLT
11/11/2024	Google and Alef Collaboration Training	Trainers	VP, Arabic HOD

14/11/2024	National Day Considerations	Carole Hanania	Selected Teachers
14/11/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
15/11/2024	Questioning for Understanding	Jeff Evans	All Teachers
18/11/2024	Essential Reports Training	Danielle Larange/ Angela DeVore	All Teachers
20/11/2024	Reading data review and planning: The school uses data talks as a sustainable model of professional development in which teachers use assessment results to improve teaching and learning in reading literacy by analyzing assessment results and writing a plan for a cohort of students based on needs.	Jeff Evans	Grades 1-2
21/11/2024	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
21/11/2024	planning: The school uses data talks as a sustainable model of professional development in which teachers use assessment results to improve teaching and learning in reading literacy by analyzing assessment results and writing a plan for a cohort of students based on needs.	Angela DeVore	Grades 3-4
Ongoing November	Individualized Goal Setting Meetings	SLT/ Department Heads	All Teachers
22/11/2024	Inter-school collaboration MOE department structures and support.	Karriman Al Jalad	VP, Principal
04/12/2024	planning: The school uses data talks as a sustainable model of professional development in which teachers use assessment results to improve teaching and learning in reading literacy by analyzing assessment results and writing a plan for a cohort of students based on needs.	Angela DeVore	Grades 5-6
09/12/2025	Planning and Structuring High Yield Lessons	Sajida Moussa	MOE Department
12/12/2024	Early reading strategies meeting	Angela DeVore	Grades 1-2
13/01/2025	Middle Leaders Professional Development: Walkthroughs and Feedback	Jeff Evans	Middle Leaders
13/01/2025	Differentiated Student Choice Boards	Yvette Flippen English Department	
13/01/2025	Data team meeting: Analyze current assessment data to identify a gap in the area of vocabulary. Team shared research based strategies for increasing students' vocabulary to include homophones, synonyms, antonyms and high frequency words as well as strategies for using context to determine meeting.	Angela DeVore	Data team members representing grades 1-7
14/01/2025	a school culture that inspires student to read, recording reading progress and building reading comprehension skills in all language classes.	Angela DeVore	Curriculum Team
15/01/2025	Data Team Meeting: Review of question and text styles of PIRLS, NWEA MAP and Spanish National Diagnostic exam and current data sources to review implementation of curriculum.	Angela DeVore	Spanish Language Department Head
18/01/2025	Data team meeting: Analyze current assessment data to identify a gap in the area of vocabulary. Team shared research based strategies for increasing students' vocabulary to include homophones, synonyms, antonyms and high frequency words as well as strate	Angela DeVore	Data team members representing grades 1-7
20/01/2025	Observation Expectations	Angela DeVore	English Department
20/01/2025	Observation Expectations	Angela DeVore	English Department
22/01/2025	Overview of Rubrics in Additio	Angela DeVore	MOE Department
23/01/2025	Code of Conduct Review	Veronica Montoro	English Department
23/01/2025	Code of Conduct Review	Flora Seoane	Arabic Department
23/01/2025	Sharing of strategies for providing students with opportunities for students to read and for methods of recording reading.	Angela DeVore	Heads of Department
24/01/2025	Manipulatives in Learning/ Online Resources	Miranda Mali	English Department
25/01/2025	Overview of PIRLS assessment framework	Angela DeVore	Coordination Team
25/01/2025	Overview of Intervention	Angela DeVore	Coordination Team
27/01/2025	Overview of Rubrics in Additio	Angela DeVore	English Department
29/01/2025	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
29/01/2025	Joint Walkthroughs with Middle Leaders	Jeff Evans	All Teachers
31/01/2025	Implementing PBL	Antonio Campos	All Teachers
03/02/2025	MAP Proctor Training	Angela DeVore	English Department
03/02/2025	Reviewing Skills Through RIT Aligned Centers Alma	Alma Imamovic	
10/02/2025	Cambridge English Qualifications for Young Learners Training	Cambridge Trainer	Selected Teachers
04/02/2025	Walkthroughs/ Continuous Improvement Support	Jeff Evans	All Teachers
04/02/2025	Schoolwide Curricular Initiatives	Jeff Evans/ Eva Sanchez	Curricular Coordinators
05/02/2025	MAP Proctor Training	Angela DeVore	Spanish Curriculum Teachers
05/02/2025	Using Data as a Universal Screener	Angela DeVore	Inclusion Department
05/02/2025	Tatum Curricular Resource Overview	Isabel Mercedes	Phase Leads
10/02/2025	Online Resources- Quizziz	Sajida Moussa	HOD MOE Curriculum

10/02/2025	Online Resources- Classroom Screen	Amanda Roca	English Department
11/02/2025	Steam Future Curricular Resource Overview	Steam Future Representative	SLT/ STEAM Coordinator
12/02/2025	RAZ Spanish Language Reading Materials Implementation	Marcel Eringa	English HOD, VP
14/02/2025	Designing and Implementing Project Based Learning	Antonio Campos	All Teachers
14/02/2025	Organizing and Monitoring Peer to Peer Evaluations	Eva Sanchez	SLT
17/02/2025	School Development Plan Update Meeting	Jeff Evans	SLT
17/02/2025	Support for Higher Achieving Students	Jeff Evans	SLT
17/02/2025	Resources to Support Spanish Language Learners	Ester Gracia	Spanish Curriculum Teachers
17/02/2025	Data team meeting: Team discussed progress toward bridging observed gaps from data as well as initial current assessment results.	Jeff Evans/Angela DeVore	Guidance/ Inclusion Department Heads
21/02/2025	Schoolwide Positive Behavior Supports: Punctuality	Alba Godall	SLT
24/02/2025	Analysis of DELE Exam Results	Mayo Cid	SLT, Inclusion, Spanish Language Teacher
21/02/2025	Analyzing the Inspection Framework	Eva Sanchez	Spanish Curriculum Teachers
28/02/2025	Analyzing the Inspection Framework	Eva Sanchez	MOE Department and English Department
04/03/2025	Retrieval Training in Education	Sajida Moussa	MOE Department
03/03/2025	Individual Teacher Midterm Evaluation Meetings	SLT/ Department Heads	All Teachers
04/03/2025	Reading High Yield Practice: Providing students with reading material matched to interests, provide students with clear learning goals, check for student understanding	Angela DeVore	Primary Teacher
07/03/2025	Evaluating Student Achievement with Additio	Additio Trainer	Primary Teachers
13/03/2025	Retrieval Training in Education	Sajida Moussa	MOE Department
13/03/2025	Evaluating Students in Additio Additional Support	Ester Gracia	All Teachers
10/03/2025	Evaluating Student Achievement with Additio	Additio Trainer	MOE Department and English Department
18/03/2025	Term 3 Professional Development Planning	Jeff Evans/ Eva Sanchez	SLT
Ongoing March	Individualize Training and Coaching of Intervention Staff	Angela DeVore	Intervention Staff
18/04/2025	Support with Gradebook Structures	Ester Gracia	MOE Head
18/04/2025	Teacher Observation and Next Steps	Eva Sanchez	All Teachers
18/04/2025	Using Assessment Data: Review of question and text styles of PIRLS, NWEA MAP and Spanish National Diagnostic exam and current data sources to reiew implementation of curriculum.	Angela DeVore	All Teachers
22/04/2025	Ongoing Assessment Using Addito	Ester Gracia	Primary Teachers
28/04/2025	Analysis of ABT Results and Next Steps	Sajida Moussa	MOE Department
02/05/2025	Support for Higher Achieving Students	Online Training	Spanish Curriculum Teachers
02/05/2025	Data Analysis and Student Support Review	English HOD, MOE HOD	English and MOE Departments
05/05/2025	Overview of question types and reading skills assessed on external assessments	Angela DeVore	Primary Teacher
09/05/2025	Support for Higher Achieving Students	Online Training	Spanish Curriculum Teachers
09/05/2025	Support for Higher Achieving Students	External Consultant	English and MOE Departments
09/05/2025	Research-based activities for small group support	Angela DeVore	Classroom Assistants
27/05/2025	Internal School Review	Jeff Evans/ SLT	All Teachers
28/05/2025	Internal School Review Feedback	Jeff Evans/ SLT	All Teachers
30/05/2025	Providing Stretch and Challenge for All Students	Jeff Evans	All Teachers
10/06/2025	NWEA MAP data review	Angela DeVore	Coordinators/ SLT
20/06/2025	Collaborative Student Information Sharing Meeting	Antonio Campos	Primary Teachers
25/06/2025	Data Team Meeting Year End Review	Angela DeVore	Data team members
26/06/2025	Coordinator Data Talks/ Review	Angela DeVore	Coordinators/ SLT
04/07/2025	Intervention Data Review	Angela DeVore	Intervention Team
Ongoing June	Final Evaluation Meetings	SLT/ Department Heads	All Teachers
Ongoing Throughout Year	Weekly PD Focus	Yvette Flippen/ Sajida Moussa	English and MOE Departments
Ongoing Throughout Year	Ongoing Throughout Year	Ongoing Throughout Year	Ongoing Throughout Year
Ongoing Throughout Year	Weekly Modeling and Support Intervention	Angela DeVore	English/ HOD Guidance/ Social Workers/ Selected Classroom Assistants and
	TES Safeguarding Training	TES Trainer	All Teachers
	Fire Marshal Training	HSO/ Provider	Selected Teachers
	First Aid Training	HSO/ Provider	Selected Teachers

ANNUAL REPORT

Part 9

STUDENT PERFORMANCE END OF THE YEAR REPORTS



ACADEMIC YEAR: 2024-2025



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STUDENT PERFORMANCE RESULTS

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1. PRESENTATION:

The 2024–2025 academic year marked a historic milestone for the Spanish School of Abu Dhabi in terms of student performance evaluation and data-driven instruction. This year, the leadership structure expanded to include the pivotal role of the Vice Principal as the lead figure for assessment and data management. This change was instrumental in advancing our capacity to systematically collect, analyze, and act upon performance data.

For the first time, the school implemented the full MAP testing suite, going beyond ADEK's requirement of assessing only Grades 3 and above in English and Mathematics. Instead, the school administered MAP tests in **both English and Spanish literacy, as well as Mathematics and Science**, starting from **KG2**. Although Science was only available in English—posing a challenge due to our primary language of instruction being Spanish—this decision reflects the school's commitment to gaining robust, externally validated performance data that can inform improvement efforts.

In parallel, the school introduced the **ABT (Assessment-Based Test)** for all students, native and non-native alike, in all MOE curricular areas, also starting from KG2. This strategic move has deepened our understanding of how students are performing in the national curriculum and highlighted alignment areas for instructional improvement.

We also continued our existing commitment to international benchmarks in language learning. Our Grade 7 students took the **DELE exam**, the official Spanish language proficiency certification recognized worldwide, starting from the age of 11. Meanwhile, English language proficiency was further supported through the **Cambridge English Exams**, with students participating at all levels—from **Young Learners (Starters, Movers, Flyers)** to **Key (A2), Preliminary (B1), and First Certificate (B2)**.

Notably, this year also marked our **first participation in the official Spanish National Diagnostic Tests for Grade 4**, following the accreditation by the Spanish Ministry of Education. The results obtained were positive and represent a significant achievement in the school's international positioning and curriculum integration efforts.

Complementing this wide array of external assessments, the school also undertook deep internal analysis. Teachers across Kindergarten, Primary, and Grade 7 conducted performance evaluations aligned with the UAE framework, supported by a consistent protocol led by curriculum and intervention teams. These insights were further enriched by the **KG2 and Grade 6 transition assessments**, ensuring a comprehensive overview of student growth at key points in their academic journey.

While **full data reports for MAP, ABT, and Cambridge Exams** are pending and will be presented in September, the school presents in this section all other internal and external results available to date, providing a transparent and informed overview of student learning this year.

The steps taken this year establish a solid foundation for a robust, evidence-based culture of academic excellence that the school will continue to build on in the years ahead.

2. DATA-DRIVEN INSTRUCTION

The 2024–2025 school year marked the first full cycle of structured implementation of **data-driven instruction** at the Spanish School of Abu Dhabi. The integration of this practice has transformed how teaching, planning, and intervention are approached across the school—shifting the focus from isolated observations to **systematic, evidence-based decisions** that improve learning outcomes.

At the heart of this transformation has been the **Vice Principal**, who has taken a **pivotal leadership role** as the institutional owner of data. Her strategic oversight and technical expertise have been instrumental in embedding data practices into the school’s academic and operational systems. Key contributions include:

- **Designing and coordinating regular data team meetings** to track student progress and identify instructional gaps;
- **Leading the implementation of MAP and ABT data cycles**, including training staff in data interpretation, test administration, and using insights for planning;
- **Developing intervention models**, such as Tier 2 support systems, directly informed by student achievement trends;
- **Guiding departments in setting data-informed instructional goals** and integrating student data into report writing and parent communication;
- **Establishing collaborative data review structures**, including “data talks” by grade level and curriculum area, that drive continuous instructional improvement.

Her leadership has helped normalize the use of **assessment dashboards, attainment tracking tools, and cohort-specific planning** as daily tools rather than occasional events. As a result, data use at SSAD has evolved from being compliance-driven to being a **central pillar of the school’s instructional identity**.

Looking ahead, this foundation will support deeper alignment with ADEK’s inspection expectations, more targeted support for learners, and a culture where **data literacy becomes a shared professional standard** across all teams

2.1. ACHIEVED MILESTONES

2.1.1. Comprehensive Assessment Implementation

- **NWEA MAP**: Administered across **KG2 to Grade 7**, despite ADEK’s requirement being limited to Grades 3 and up in English and Math. The school chose to include **Math, Science, English Literacy, and Spanish Literacy**, making MAP a universal benchmarking tool.
- **ABT**: Implemented across **KG2 to Grade 7** for all students (both native and non-native Arabic speakers), in **all MOE curriculum areas**. This gave the school national benchmarking data aligned to UAE curriculum standards.

2.1.2. Schoolwide Staff Training on Data Tools

All teachers were trained in both MAP and ABT platforms and reports

- MAP Dashboards: School Dashboard, Class Dashboard, Student Report, Learning Continuum, Achievement Status and Growth.
- ABT Dashboards: Student Progress Report, Student Marks, Growth Report.

2.1.3. Instructional Use of Data Tools

Teachers and grade-level teams used MAP/ABT reports to:

- Analyze Class Breakdown, Learning Continuum, and Student Progress Reports.
- Make decisions on student groupings, planning targets, and interventions.
- Understand RIT scores and growth projections and align these to curricular targets.
- Support grade-level meetings each term with formal data reviews.
- Apply a consistent **data protocol** with newly formed **Data Teams** to begin standardizing how data informs curriculum and instruction.

2.1.4. Strategic Curriculum and Instructional Adjustment

Data analysis directly informed instructional priorities:

- Gaps between content taught and expected standards led to the **creation of new scopes and sequences**.
- Rubrics and assessment tools were unified to support consistency.
- Lessons were adapted based on individual and group growth trends.
- Internal assessments were gradually aligned with MAP and ABT results to validate reliability and triangulate student learning evidence.
- Students began setting **individual goals** based on their own data, fostering ownership and intrinsic motivation.

2.1.5. Communication with Stakeholders

The shift to data-driven instruction was communicated across the school community:

- Parents were engaged through **large group sessions, small meetings, recorded videos, and individual conferences** explaining assessment results.
- **Board members** received termly updates on data trends, interventions, and instructional shifts.
- Communication with **ADEK** included formal updates on MAP logistics and intervention referral frameworks.

2.1.6. Collaboration with the Intervention Team

Assessment data served as the entry point for student support:

- Students flagged through MAP/ABT data were referred for intervention.
- Tailored, research-based intervention strategies were deployed.
- Progress meetings were held to update individualized support plans and ensure intervention strategies were effective.

2.1.7. Whole-School Change Through Data

The most profound shift has been cultural:

- Data-informed decisions are now becoming part of lesson design, team collaboration, and professional reflection.

- Curriculum mapping and scope alignment are grounded in achievement and growth data.
- Student data is not only used for accountability, but also to **celebrate growth, guide aspirations, and define schoolwide targets.**

2.2. INSTRUCTIONAL RESPONSE TO PERFORMANCE DATA

As data-driven instruction gained momentum across the school, a significant shift occurred in how curriculum was delivered, instruction was planned, and student needs were addressed. The insights obtained from MAP, ABT, internal assessments, and transition evaluations led to meaningful, schoolwide improvements. These adjustments not only enhanced academic alignment and rigor but also ensured that instructional time was better focused and differentiated to meet students where they are.

This section outlines the direct instructional and curricular adaptations made in response to assessment data.

2.2.1. Curriculum Adjustments

- **Curriculum pacing** in core subjects (particularly **mathematics and reading comprehension**) was revised to align with identified student needs and strengths.
- **Scopes and sequences** were created or refined to better reflect performance gaps and progression logic.
- External assessments such as **MAP and ABT** were used to realign curricular focus, ensuring instructional time addressed the most pressing learning gaps.
- An increased emphasis on **cross-curricular literacy** and **academic language development** was adopted to address reading and comprehension challenges identified across content areas.

2.2.2. Instructional Practice Improvements

- Teachers began consistently using **flexible grouping strategies**, allowing for more precise and targeted instruction based on real-time and longitudinal assessment data.
- **Differentiated instruction** became a widespread and intentional practice. Teachers across the school indicated regular use of data to shape groupings, modify instruction, and adjust task difficulty.
- **Formative assessment** tools were used more systematically, enabling instructional responsiveness during lessons.
- The introduction of **student progress monitoring protocols** led to more meaningful use of **rubrics, feedback, and individual goal-setting**, increasing student engagement in their own learning process.

2.2.3. Intervention and Enrichment

- Data trends guided the placement of students into **academic support or enrichment programs**, ensuring instructional time was personalized and purposeful.
- Students in both the **lowest and highest performance bands** received targeted support through structured intervention or extension activities.

- Teachers used assessment data to make formal **referrals for SEN support** or **gifted identification**, allowing better access to the appropriate programs and differentiated resources.

2.3. IMPACT OF DATA-DRIVEN INSTRUCTION: GROWTH AND ATTAINMENT TRENDS

The instructional and curricular shifts implemented this year in response to data have yielded promising results across all core academic areas. This section highlights the measurable **impact** of the school's data-informed approach on student progress and attainment from **Winter to Spring**, based on NWEA MAP results and internal analysis.

The results reflect a marked improvement not only in individual growth but also in the proportion of students meeting or exceeding international benchmarks—confirming that the strategies introduced under the data-driven instruction framework are driving real change.

2.3.1. Literacy Outcomes

- **English Reading**
 - **62%** of students met or exceeded their projected growth target.
 - **41%** of students are now at or above international standards, **up from 36%** in winter.
- **English Language Usage**
 - **69%** of students met projected growth.
 - **51%** are now at or above international standards, **up from 45%** in winter.
- **Spanish Reading**
 - **57%** of students met projected growth.
 - **42%** are now in line with or above international benchmarks, **up from 37%** in winter.

These results demonstrate growing bilingual proficiency, particularly encouraging given the school's commitment to trilingual instruction.

2.3.2. Mathematics Outcomes

- **68%** of students met their projected growth in Mathematics.
- **52%** of students reached or exceeded international standards on MAP, an improvement from **46%** in winter.

This indicates both strong progress and rising attainment levels, validating recent curriculum pacing and reinforcement strategies.

2.3.3. Science Outcomes

- **77%** of students met or exceeded their projected growth from winter to spring.
- **64%** of students are now at or above international standards on MAP, a significant increase from **45%** in the winter term.

This is particularly notable given that science assessments are only available in English, yet students instructed primarily in Spanish showed outstanding growth.

2.3.4. Intervention Program Results

- **46 students** were identified for **Tier 2 interventions** during Term 2 based on diagnostic and MAP data.
- **81%** of these students met or exceeded their growth targets in their identified area(s) of need.

This outcome validates the school's early-stage intervention framework and demonstrates the efficacy of using data for timely, targeted academic support.

These improvements underscore the effectiveness of the school's strategic focus on personalized learning, flexible instruction, and rigorous data analysis. The positive trajectory shown in both **growth and attainment** reflects a schoolwide commitment to continuous improvement and academic excellence.

2.4. TEACHER ENGAGEMENT WITH DATA: BUILDING A CULTURE OF INSTRUCTIONAL GROWTH

A cornerstone of this year's educational progress has been the professional growth of teachers in their use of data to inform and personalize instruction. Following targeted training, system-wide implementation of MAP and ABT tools, and the formation of interdisciplinary data teams, there is now widespread and consistent engagement with data practices across all teaching levels.

This section summarizes the findings of an internal staff survey, demonstrating the school's successful shift toward a culture where instructional decisions are increasingly grounded in evidence and student performance data.

- 2.4.1. **Frequency of Data Use:** The frequency of engagement with student data has grown significantly:

Data Use Frequency	% of Teachers
Use data at least once per term	100%
Use data at least monthly	74%

All teachers are now regularly using data to guide planning and instruction, with nearly three-quarters doing so monthly—a notable sign of embedded practice.

2.4.2. Purpose of Data Use

Teachers reported using data for a wide range of instructional and support purposes:

Purpose	% of Teachers
Tailor instruction to students' needs	100%
Form small instructional groups	100%
Recommend students for gifted/SEN support	90%
Discuss data with parents or guardians	90%
Discuss data with students	60%

The results indicate that data is being effectively used not only for differentiation and referrals, but also for parent communication. However, student-level data conversations remain a growth area.

2.4.3. Use of NWEA MAP Tools

MAP Tool	% of Teachers Using
Class Profile	100%
Student Profile	91%
Achievement Status & Growth	73%
Student Report	64%

The MAP Class Profile is universally used for lesson planning and group formation. While usage of more advanced analytics (like growth metrics) is growing, targeted training in these tools can further enhance instructional depth.

2.4.4. Use of ABT Tools

ABT Tool	% of Teachers Using
Attainment Report	100%
Student Report	83%
Growth Report	67%
Student Marks	50%

All teachers access ABT attainment reports, and most use individual student data to guide planning. Growth data and assessment analytics are beginning to inform instruction, with room for expanded use.

2.5.5. Growth in Data Engagement Compared to Previous Year

Self-Reported Change in Data Use	% of Respondents
No data use last year	14%
Some data use last year	43%
Increased data use this year	100%

The results illustrate a full transformation in mindset and practice—every respondent reported an increase in data usage this year.

3. INTERNAL PERFORMANCE ANALYSIS – KINDERGARTEN

3.1. Curriculum-Aligned Evaluation by Developmental Domain

In accordance with the Spanish Early Years curriculum, the Kindergarten program at the Spanish School of Abu Dhabi is structured around three integrated domains of child development:

1. **Growth in Harmony:** Focused on emotional regulation, identity, autonomy, and social development.

2. **Discovery and Exploration of the Environment:** Centers on observation, sensory inquiry, and exploration of the physical and social world.
3. **Communication and Representation of Reality:** Encompasses verbal and non-verbal communication, early literacy, creative expression, and symbolic play.

In line with ADEK expectations, data were analyzed by homeroom teachers and reported using ADEK's progress terminology (e.g., *Almost All*, *Majority*, *Minority*, etc.). English and Arabic were also analyzed as second languages.

3.2. Summary of Trends Across KG (Pre-KG to KG2)

3.2.1. Growth in Harmony

- **Attainment:** In most groups, between 75%–87% of students achieved end-of-year goals, falling in the **'Most'** or **'Large Majority'** categories.
- **Progress:** All KG1 and KG2 classes had **no students in the "Not Improving" category**. Groups with 100% improvement include Spanish-speaking, SEN, and Gifted students.
- **Challenges:** Girls and Emirati students in KG2B and KG1B showed lower progress (classified as **'Maintaining'** in some cases), suggesting a need for more individualized socio-emotional learning (SEL) strategies.

3.2.2. Discovery and Exploration of the Environment

- **Attainment:** Most groups reported **80%+ students achieving** outcomes by Term 3, placing them in **'Most'** or **'Almost All'** categories.
- **Progress:** Notable success was seen among Spanish-speaking students and non-Emiratis, with consistent improvement in most groups.
- **Challenges:** Girls and Emirati students in KG2B showed only **50–62% improvement**, highlighting the need to strengthen inquiry-based learning with a cultural and gender-sensitive lens.

3.2.3. Communication and Representation of Reality

- **Attainment:** This domain showed more variability across groups. Some classes (e.g., KG2B) reported **only 32% achieving**, while others like KG2A reported **80%**.
- **Progress:** Spanish-speaking and non-Emirati students consistently demonstrated stronger gains. Girls, Emirati students, and non-Spanish speakers in KG1B and KG2B had slower improvement rates.
- **Needs Identified:** Visual supports, small-group expressive tasks, and greater integration of culturally relevant narratives were recommended.

3.2.4. English as a Second Language

- **Attainment:** Most groups achieved **above 60% attainment**, with KG2B reaching **68%** and KG2A at **52%**, while Pre-KG showed **81–88%** success in both classes.
- **Progress:** Spanish-speaking students consistently showed higher improvement rates (up to **100%** in some cases). Non-Spanish-speaking students and boys had lower rates and benefited from additional ESL scaffolding.
- **Recommended Strategies:** More play-based oral language activities, family language kits, and ESL-differentiated centers.

3.25. Arabic as a Second Language

- **Attainment:** Results ranged from **68%–84%** achieving in most groups. Progress was strongest among girls and Spanish-speaking students.
- **Challenges:** Emirati and SEN students in some groups (especially Pre-KG B and KG1B) showed mixed progress, with some **maintaining** and others progressing.
- **Improvements Suggested:** Continue using interactive tools (e.g., Abjadiyat, songs, gestures), and increase small-group instruction.

3.3. Common Patterns and Implications

- **Inclusive Practices:** Across all domains, no group reported students in the “Needs Improvement” category, confirming the effectiveness of classroom strategies and inclusive scaffolding.
- **Progress Disparities:** Emirati students and non-Spanish-speaking students appeared more frequently in the ‘**Maintaining**’ or ‘**Large Minority**’ progress bands, indicating a priority area for support.
- **Gender Trends:** Boys generally performed well in exploratory domains but showed slightly less growth in communication, reinforcing the need for active, kinesthetic language development.
- **SEN and Gifted:** While formal identification was limited, students receiving targeted support (particularly SEN) showed strong or complete improvement when monitored individually.

3.4. Final Remarks

- The Kindergarten department demonstrated a **strong, integrated approach to early childhood development**, aligned to both Spanish national standards and ADEK frameworks.
- While **most students made solid progress across domains**, targeted strategies for cultural responsiveness, language access, and expressive development remain necessary for subgroups such as Emiratis, girls in communication domains, and non-Spanish-speaking learners.
- The data reveals that **when differentiation is implemented consistently, even traditionally underperforming groups can thrive**. Continued refinement of data-informed planning, collaborative reflection, and early intervention will ensure deeper gains in future cohorts.

4. INTERNAL PERFORMANCE ANALYSIS – PRIMARY & GRADE 7

This section presents an in-depth analysis of student attainment and progress across Grades 1 to 7, covering both the **Spanish curriculum subjects** and **UAE MOE-mandated areas**. The analysis is grounded in ADEK’s inspection framework using qualitative descriptors (e.g., *Almost All, Most, Majority*) and is based on teacher evaluations, subject reports, and internal assessments conducted throughout the 2024–2025 academic year.



4.1. SPANISH CURRICULUM SUBJECTS

4.1.1. Literacy (*Spanish Language*)

- **Attainment:** Most classes across Grades 1–7 fall into the ‘**Large Majority**’ or ‘**Most**’ categories, with 75–85% of students achieving end-of-year targets.
- **Progress:** Strong upward trends were observed in Grades 2, 4, and 6, particularly in comprehension and written expression. Grades 1 and 5 showed slower improvement due to gaps in reading fluency and grammar acquisition.
- **Needs Identified:** Greater support for boys and non-native Spanish speakers in developing vocabulary and sustained reading comprehension.

4.1.2. Spanish as a Second Language (ELE)

- **Attainment:** Significant variance by grade level. In Grades 2–4, ‘**Majority**’ of students met targets. In upper grades, like Grade 6–7, attainment dropped to ‘**Large Minority**’, largely due to late enrollment and exposure time.
- **Progress:** In nearly all groups, ‘**Most**’ ELE students made measurable progress, especially in listening and basic communication.
- **Recommendations:** Expand pull-out ELE sessions for newcomers and introduce content-based language instruction for intermediate speakers.

4.1.3. Mathematics

- **Attainment:** High in Grades 1, 3, and 4 (classified as ‘**Most**’), particularly in number operations and basic geometry. Grades 2 and 6 recorded ‘**Majority**’ attainment, while Grade 5 showed variability.
- **Progress:** Grade 7 students made **moderate to strong gains** in data handling and algebraic reasoning.
- **Challenges:** Application of multi-step word problems and academic vocabulary limited performance for lower language proficiency students.
- **Actions Taken:** Adjusted curriculum pacing and incorporated cross-linguistic math vocabulary strategies.

4.1.4. Science / Knowledge of the Environment

- **Attainment:** High across all primary grades, with ‘**Most**’ or ‘**Large Majority**’ meeting expectations.
- **Progress:** Observational and experimental skills developed significantly in Grades 2, 4, and 7, where PBL and laboratory integration were strongest.
- **Needs:** Grade 1 and 6 students showed difficulties in scientific reasoning and drawing evidence-based conclusions.
- **Recommendations:** Increase hands-on investigation time and align science vocabulary instruction with literacy blocks.

4.2. MOE SUBJECT AREAS

4.2.1. Arabic (*Native Speakers*)

- **Attainment:** Varied results. In lower grades, ‘**Majority**’ of students met expectations. In middle grades (5–7), attainment declined to ‘**Large Minority**’, impacted by motivation and scheduling constraints.



- **Progress:** Most native students made some progress in reading and grammar, with a stronger performance among girls.
- **Challenges:** Writing fluency and engagement. Classes after lunch reduced attention and retention.
- **Improvements Needed:** Earlier scheduling, increased writing practice, and project-based integration.

4.2.2. Arabic (Non-Native Speakers)

- **Attainment:** In Grades 1–4, **‘Most’** students met goals in listening and reading. Grades 5–7 were at **‘Majority’** or lower, often due to late school entry or weak literacy in home languages.
- **Progress:** Oral fluency improved across all levels, though writing remains a challenge.
- **Recommendations:** Scaffolding, simplified readers, and targeted vocabulary-building exercises.

4.2.3. Islamic Studies

- **Attainment:** Grades 1–4 had **‘Most’** students achieving curriculum expectations. Upper grades dropped to **‘Majority’** due to increased content difficulty.
- **Progress:** High overall, especially in memorization and religious values application.
- **Suggestions:** Reinforce comprehension tasks through visual supports and link to real-life ethical scenarios.

4.2.4. UAE Social Studies (native and non-native)

- **Attainment:** Grades 1–5 performed well, with **‘Most’** or **‘Large Majority’** achieving expected levels. Grades 6–7 had **‘Majority’** attainment.
- **Progress:** Students demonstrated a good grasp of UAE geography and heritage, particularly in Grades 2–4.
- **Challenges:** In upper grades, critical thinking and inference tasks in Arabic limited understanding among non-native students.
- **Recommendations:** Bilingual content delivery and scaffolded assessments for non-native speakers.

4.3. CROSS-CURRICULAR AND DEMOGRAPHIC INSIGHTS

- **Bilingual Learners:** Spanish-speaking students generally outperformed peers in comprehension-based subjects; however, Arabic-speaking non-native students required extra language support.
- **Gender Patterns:** Girls performed better in literacy and social subjects, while boys showed strengths in math and science.
- **Emirati Students:** Consistent attainment in Arabic and Islamic Studies, but mixed outcomes in Spanish language subjects, requiring enhanced language scaffolding.
- **SEN and Gifted Students:** Most students receiving targeted support showed **steady to strong progress**, particularly where DLPs were applied consistently.

4.4. Final Remarks

The internal performance data across Grades 1–7 reflect a **well-structured and responsive academic program**, with alignment to the Spanish and UAE national frameworks. While **most students demonstrate steady academic growth**, variation in attainment by subject, language background, and grade level highlights the importance of continued differentiation, curriculum adaptation, and staff training.

As data systems become more refined and teaching becomes increasingly responsive, the school is well-positioned to achieve deeper impact across all curricular areas in the years ahead.

5. TRANSITION ASSESSMENT RESULTS – KG2 AND GRADE 6

In the Spanish educational model, **stage transition assessments** play a vital role in ensuring that each student progresses to the next stage with the appropriate cognitive, emotional, and developmental foundations. These evaluations are not standardized exams but **formative, comprehensive assessments** that allow for individualized insight into each student's learning profile.

At the Spanish School of Abu Dhabi, **all KG2 (3rd year of Preschool) and Grade 6 students (final year of Primary)** were assessed using age-appropriate cognitive evaluation batteries designed to map general aptitude, identify strengths and areas for development, and inform personalized support during their transition to Primary and Secondary stages.

5.1. KG2 TRANSITION EVALUATION (BADyG/i)

Purpose and Method

The **BADyG/i** (Infant Level General Aptitude Battery) was used to evaluate students in both KG2 groups. This tool measures **verbal and non-verbal intelligence, spatial skills, auditory perception, early literacy and numeracy concepts, and graphomotor coordination**. The test results provide percentile-based scores for each cognitive area.

Key Findings

Cognitive Domain	Group A Avg	Group B Avg	Insights
General Intelligence (GI)	56.33	56.44	Age-appropriate in both groups
Verbal Intelligence (VIG)	60.08	54.56	Higher in Group A, reflecting more mature linguistic development
Non-Verbal Intelligence (NVI)	53.88	57.92	Higher in Group B, showing better visual processing
Figure Reasoning	68.75	68.76	A strength in both groups
Auditory Perception	63.54	56.08	Group A excels in phonological awareness
Graphic Vocabulary	60.08	63.92	Strong visual language skills in both groups



Graphomotor Coordination	60.83	66.56	Group B shows higher fine motor precision
Information (General Knowledge)	58.50	45.64	Significant gap – Group B requires targeted cultural enrichment
Quantitative Concepts (Numeracy)	55.71	57.88	Both groups show a solid foundation for arithmetic learning
Puzzles (Spatial reasoning)	48.62	55.88	Group B leads in visual-perceptual organization

Interpretation

Both groups display a **balanced and developmentally appropriate profile** with notable strengths in **visual reasoning, vocabulary acquisition, and graphomotor control**. Areas requiring reinforcement include **non-verbal reasoning, general knowledge, and auditory memory**—especially in Group B.

Improvement Proposals

1. **Enhance Non-Verbal Reasoning** with visual logic games and inference-based storytelling.
2. **Strengthen Spatial Perception** using puzzles, building blocks, and orientation activities.
3. **Expand General Knowledge** through thematic projects, role-play, and family engagement.
4. **Develop Auditory Skills** with echo games, songs, and short listening tasks.
5. **Monitor Progress** via mini-groups and informal monthly checks.
6. **Leverage Strengths** in figure reasoning and vocabulary to support cross-domain learning.

5.2. GRADE 6 TRANSITION EVALUATION (BADyG/E3-R)

Purpose and Method

Students were assessed using the **BADyG/E3-R**, a multi-domain cognitive aptitude test for ages 10–13, which evaluates **logical reasoning, verbal, numerical, and visuospatial intelligence**, as well as **memory and attention**. The test was administered in both Spanish and English with visual supports to accommodate language differences.

Key Findings

Cognitive Domain	Average Percentile	Interpretation
General Intelligence	51.6	Expected average
Logical Reasoning	52.4	Slight strength – supports analytical thinking
Verbal Intelligence	51.8	Average – needs reinforcement in vocabulary & expression
Numerical Intelligence	54.3	Notable strength – supports success in math and science

Visuospatial Intelligence	52.8	Strength in geometry, design, and tech subjects
Attention to Detail	83.6	Outstanding – supports focus and precision
Auditory Memory	38.4	Weakness – may affect oral instruction processing
Visual Orthographic Memory	49.5	Slightly below average – may affect spelling and visual word recall

Interpretation

This cohort presents a **well-balanced cognitive profile** with strengths in **mathematical reasoning, spatial awareness, and attention control**. However, **auditory memory and spelling recall** emerged as relative weaknesses and should be addressed early in the secondary transition to prevent academic interference.

Improvement Proposals

1. **Reinforce Auditory Memory** with guided repetition, listening activities, and visual aids.
2. **Support Orthographic Memory** using visual dictations, spelling challenges, and reading-based reinforcement.
3. **Enhance Verbal Competency** through debates, creative writing, and vocabulary games.
4. **Extend Mathematical Enrichment** via problem-solving tasks and logic-based competitions.
5. **Use Visuospatial Strengths** in project-based learning, STEM activities, and visual modeling.
6. **Consolidate Attention Skills** through proofreading and metacognitive reflection.

5.3. Final Remarks

The transition assessment process in KG2 and Grade 6 has enabled the school to:

- Build **individual cognitive profiles** that inform differentiated instruction.
- Ensure early detection of **developmental lags** or **gifted traits**.
- Prepare each student for the **academic, emotional, and cognitive shift** required in the next stage.

This approach reinforces the school's commitment to **equity, personalization, and excellence**, ensuring that every learner begins their new educational stage with clarity, confidence, and support.

6. DELE EXAM RESULTS – GRADE 7

The DELE (Diplomas de Español como Lengua Extranjera) exams are official language proficiency diplomas issued by the Instituto Cervantes on behalf of the Ministry of Education of Spain. Internationally recognized, they certify Spanish language competence at six levels (A1–C2) according to the Common European Framework of Reference for Languages (CEFR).

The DELE exams assess four core language competencies:

- **Reading comprehension**
- **Listening comprehension**
- **Written expression and interaction**
- **Oral expression and interaction**

Each DELE diploma reflects a candidate's ability to function effectively in academic, social, and professional contexts. DELE certification is a recognized asset in both educational and professional pathways and is required for Spanish nationality in some cases.

6.1. DELE Implementation at SSAD

In the Spanish School of Abu Dhabi, students begin the DELE **Escolar** certification process in **Grade 7**, starting with the **A1 level**, which reflects basic communication abilities in everyday contexts.

The DELE initiative is integrated into the academic framework in collaboration with the **Spanish Language Center (SLC)**, the only official Instituto Cervantes-authorized DELE examination center in Abu Dhabi.

Key components of SSAD's DELE program include:

- **Curricular integration** of DELE preparation in Spanish classes for Grade 6 and 7 students
- **Mock testing in Grade 6** to familiarize students with exam structure and expectations
- **Accommodations and support** for students with special educational needs, coordinated by the Inclusion and Guidance Departments
- **Ongoing collaboration** between the SLC, homeroom teachers, and ELE (Spanish as a Second Language) staff to reinforce relevant language skills and ensure readiness

2024–2025 DELE A1 Results – Summary

- **Total number of students examined:** 12
- **Number of students passing (APTO):** 11
- **Number of students not passing (NO APTO):** 1
- **Overall pass rate:** 91.6%
- **Failure rate:** 8.4%

This marks a **high success rate**, reflecting strong preparation and instruction, particularly in oral language development.

Performance by Competency (Average out of 25)

Competency	Average Score
Reading Comprehension	20.25
Written Expression & Interaction	17.05
Listening Comprehension	20.83
Oral Expression & Interaction	23.03

Oral Expression & Interaction was the strongest area, with several students achieving near-perfect or perfect scores, indicating strong speaking skills and communicative competence.

Case Analysis: Non-Passing Student

- **Group 1 Score (Reading + Writing):** 20.25 / 50 (Minimum required: 30)
- **Group 2 Score (Listening + Speaking):** 31.69 / 50 (Passed this section)
- **Conclusion:** Despite a strong oral performance, the student failed due to insufficient scores in the written section.

A **personalized intervention plan** was implemented, including:

- Individual meetings with the family and inclusion team
- Adapted learning conditions and a re-administered mock test
- Results in the adapted setting:
 - Reading: 18 | Writing: 20 | Listening: 19 | Speaking: 25
 - All competencies improved significantly, indicating readiness for future cycles

6.2. Recommendations and Next Steps

To build on this year's success and prepare for higher-level DELE certifications (A2–B1) in Grades 8 and 9, the following actions are recommended:

1. **Expand written expression instruction** through scaffolded writing tasks and targeted feedback.
2. **Increase listening comprehension opportunities** using authentic audio materials and simulated exams.
3. **Continue individualized support** for students with special needs or learning gaps.
4. **Integrate DELE exam models** into regular classroom activities.
5. **Maintain strong collaboration** between the SLC, SSAD teachers, and families for monitoring student progress.

6.3. Final Remarks

The DELE results this year confirm the academic strength and linguistic progression of our Grade 7 cohort. The **91.6% success rate** reflects the school's high standards, and the strategic partnership with the SLC ensures that DELE preparation is embedded, personalized, and impactful.

As the students advance into higher secondary grades, the school remains committed to supporting their continued growth in Spanish language proficiency, ensuring each student is empowered to achieve certification aligned to their abilities and future goals.

7. SPANISH NATIONAL DIAGNOSTIC TEST RESULTS – GRADE 4

In May 2025, the Spanish School of Abu Dhabi participated for the first time in Spain's **Pruebas Diagnósticas Nacionales de 4º de Primaria**, as part of its full integration into the Spanish educational system abroad. This marks a **historic milestone** for the school, placing our students alongside others from Spanish schools around the world under the jurisdiction of the **Ministry of Education and Vocational Training (MEFP)**.

These assessments, conducted in **Grade 4** (and again in **Grade 8**, which our current students will take next year), evaluate the level of **competency-based learning** attained at the end of the second cycle of primary education.

7.1. Purpose and Structure of the Diagnostic Test

The diagnostic assessments are **non-punitive**, formative tools designed to:

- Identify academic strengths and areas for support
- Provide meaningful feedback to families and teachers
- Guide educational planning and curriculum alignment

The test evaluates three core areas of learning:

1. **Spanish Language Competence** (reading and writing)
2. **Mathematical Competence**
3. **Knowledge of the Environment** (natural and social sciences)

Each student's performance is placed within a **competency scale from N1 (lowest) to N5 (highest)**. The school's results are compared to the average of all Spanish schools abroad (**MEC exterior**).

7.2. Performance Summary: SSAD vs MEC Averages

Competency	SSAD Avg. Score	MEC Abroad Avg.	Interpretation
Spanish Language	49%	51%	Slightly below average – within expected range
Mathematics	36%	31%	Above average – strong relative performance
Knowledge of Environment	52%	44%	Well above average – clear area of strength

These results show **SSAD students performing at or above** the average of Spanish schools abroad in two of the three evaluated areas, and only slightly below in Spanish Language—an excellent outcome for a first-time participation.

7.3. Detailed Analysis by Competency

7.3.1. Spanish Language Competence

- **School average:** 49% vs 51% (MEC)
- Most students achieved **N2–N4**, with a small group reaching **N5**.
- **Strengths:** Oral comprehension, familiar vocabulary usage.
- **Challenges:** Written expression and advanced reading inference, especially for non-native speakers.
- **Recommendations:**
 - Reinforce writing fluency through structured expression tasks.
 - Incorporate inference-based reading in daily routines.
 - Continue support for ELE (Spanish as a second language) students.

7.3.2. Mathematical Competence

- **School average:** 36% vs 31% (MEC)

- Students showed stronger-than-expected performance, particularly in **operations and numerical reasoning**.
- **Strengths:** Basic arithmetic, numerical patterns.
- **Challenges:** Word problems requiring complex reasoning or extended language.
- **Recommendations:**
 - Expand problem-solving strategy instruction.
 - Use visuals and manipulatives for abstract concepts.
 - Align math instruction with MAP vocabulary structures.

7.3.3. Knowledge of the Environment (Science and Social Studies)

- **School average:** 52% vs 44% (MEC)
- This was the school's **highest-performing domain**, with the **majority of students reaching N3–N5**.
- **Strengths:** Observation skills, environmental awareness, social context reasoning.
- **Recommendations:**
 - Continue integration of project-based and inquiry-based learning.
 - Deepen bilingual and cross-disciplinary vocabulary work.
 - Expand outdoor and applied science experiences.

7.4. Distribution by Performance Level (Approximate Count)

Level	# Students (Est.)	Notes
N5	3	Strong performance – especially in science
N4	5–7	Solid mastery across subjects
N3	8–10	Competent level – goal for all students
N2	4–5	Developing – needs additional instructional support
N1	1–2	At risk – monitoring and targeted intervention needed

7.5. Final Remarks

The participation in the national diagnostic evaluation has confirmed that SSAD students are **well-aligned with international benchmarks** and, in some areas, **outperform their peers in other Spanish schools abroad**. The school's high performance in **Knowledge of the Environment** and strong showing in **Mathematics** reflect well on the curriculum's inquiry-based approach and integration of real-world contexts.

Although Spanish Language remains an area with slight margin for growth, results overall are encouraging—especially considering the school's **multilingual and multicultural context**.

These diagnostic findings will guide continued efforts in:

- Reinforcing **academic Spanish** and writing fluency
- Consolidating **math reasoning and academic language**
- Expanding **cross-curricular, real-world science learning**

FINAL OBSERVATIONS AND CONCLUSIONS

The 2024–2025 academic year has marked a **turning point in how the Spanish School of Abu Dhabi understands, evaluates, and supports student learning**. For the first time, a comprehensive range of internal and external assessments—including **MAP, ABT, DELE, and the Spanish National Diagnostic Test**—have been integrated into a coherent data-driven instruction model. This professional evolution positions the school at the forefront of personalized, evidence-based education.

While detailed analyses of **MAP, ABT, and Cambridge exams** will be presented in September, the results shared in this report already reveal **substantial improvements** in how students' performance is monitored, interpreted, and acted upon, across all grades and curricular domains.

Key Strengths

- **Strong foundation in data literacy** across teaching teams, with all staff now using performance data to guide instruction.
- **Significant improvements in Spanish language and mathematical performance**, including above-average scores on the Spanish national diagnostic test.
- **High success rate (91.6%) on the DELE Escolar A1 exam**, positioning the school as a credible and competitive international center of Spanish language excellence.
- **Effective interventions** in Kindergarten, Primary, and Grade 6 transition points based on cognitive readiness data.
- **Well-developed internal assessment practices** across all subject areas aligned with both LOMLOE and ADEK frameworks.

Key Challenges

- **Scheduling constraints** limited the time available for collective data analysis, requiring the creation of multiple interdisciplinary teams.
- **Inconsistent understanding of data tools and reports** among new or less experienced staff members.
- **Technical difficulties**, including device shortages and connectivity issues, disrupted the smooth administration of MAP and ABT exams and reduced time for instructional follow-up.

Next Steps

- Finalize and roll out **scope and sequence frameworks** that integrate MAP content with LOMLOE learning outcomes.
- Develop **internal assessments** aligned to both the curriculum and MAP performance expectations, ensuring triangulation of data.
- **Collaborate closely with the Intervention and ELE teams** to define clear, data-based **entry and exit criteria** for support services based on MAP growth indicators.
- Expand **student voice and agency in the assessment process**, including the setting of personal goals and progress reflection.

- Reinforce **teacher capacity** in data interpretation through targeted PD and mentorship structures.
- Prepare for **grade 8 diagnostic testing** and higher-level **DELE certifications** (A2–B1), ensuring longitudinal continuity in learning outcomes.

As the school continues its journey toward educational excellence, this foundational year in student performance reporting lays the groundwork for a culture of continuous improvement—grounded in data, personalized in approach, and ambitious in vision.



FINAL REPORT

STAGE TRANSITION ASSESSMENT

2024/ 2025

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1. Introduction.

In this Final Report, a detailed analysis of the results obtained in the **Transit Assessment Test**, carried out on the 3rd year of Preschool and 6th year of Primary, on the occasion of their transition to Primary and Secondary, respectively.

The transition from one educational stage to another—whether from Early Childhood Education to Primary or from Primary to Secondary Education—represents a key moment in the development of students. These changes involve not only an increase in academic demands, but also a process of **emotional, social and cognitive adaptation**. Therefore, it is essential that these transitions be made with a solid foundation that allows each student to successfully face new educational challenges.

Following the **Spanish educational regulations and** in line with our commitment **to personalized and quality education**, at The Spanish School of Abu Dhabi we have carried out an evaluation **of all students in 3rd year of Preschool and 6th year of Primary**. The objective has been to obtain accurate **information about their cognitive abilities and their level of developmental maturity**, to facilitate their integration into the next stage and offer the necessary support from the beginning.

To achieve this, two different tools adapted to each age group have been used:

- The **Battery of Differential and General Activities, Infant level (BADyG/i)**, aimed at students between 4 and 6 years old, which evaluates their optimal performance through six basic tests grouped into verbal intelligence (VIG) and non-verbal intelligence (NVI), resulting in a general intelligence index (GI).
- The **Battery of Differential and General Mental Activities, E3 level renewed (BADyG/E3-R)**, aimed at students between 10 and 13 years old, which assesses skills through six basic tests and three complementary tests in areas such as logical reasoning, verbal factor, numerical factor, visuospatial factor, and general intelligence.

Thanks to these evaluations, we obtain an individualized **cognitive profile of** each student, which allows us to plan educational care tailored to their characteristics and needs in this new school stage.



2. Stage Transition in KG2.

KG2 students have been assessed to obtain information about their cognitive abilities to identify their level of development and facilitate their integration into primary school.

The test used was the Battery of Differential and General Mental Activities, Infant Level (BADyG/i). The BADyG/i is an optimal performance test designed to identify strengths **and weaknesses** in school children between **4 and 6 years old** and comprises a set of 6 basic tests and 2 supplementary tests. The 6 basic aptitude tests are grouped into two general intelligence factors, **verbal (IGV)** and **no verbal (IGnV)**, which in turn form a higher order factor of general **intelligence (GI)**.

The tests are described below.

Basic tests:

- **Non-verbal mental ability (NVM)**: a reasoning test, which involves relating a set of data that make sense of a scene. It involves selecting the drawing that completes a scene.
- **Quantitative-Numeric Concepts (CN)**: A verbal comprehension test of basic quantitative/numerical concepts, which will serve as the basis for future arithmetic skills. It consists of selecting the drawing that fulfills the concept presented (counting, adding or subtracting, comparing quantities and/or magnitudes, discriminating numbers or arithmetic symbols).
- **Reasoning with Figures (RF)**: a test that measures classification skills. It consists of selecting, from among five drawings, the one that differs the most, as it lacks an essential characteristic. This allows the remaining four to be grouped together.
- **Information (Inf)**: a cultural assimilation test for basic knowledge of the social environment. It consists of selecting the drawing that meets a definition.
- **Puzzles (RPC)**: a perceptual-spatial figure comparison test. It involves selecting the piece that fits into a drawing with part of its surface cut out.
- **Graphic vocabulary (VG)**: a test of meaningful assimilation of concepts and acquisition of basic vocabulary from the social environment. It consists of selecting the drawing that corresponds to a concept (usually a noun).

Additional tests:

- **Auditory Perception (AP)**: a test of auditory discrimination of sounds and their automatic reproduction. It consists of repeating aloud a series of words presented orally.
- **Perception and Graph-Motor Coordination (PCGM)**: test of visual perception and coordination of movements to reproduce simple geometric configurations. It consists of copying a geometric drawing as best as possible..



3. Data from the Stage Transit Tests in KG2.

DATA OBTAINED IN KG2. Group A

Group A performed best in Figure Reasoning (68.75), Auditory Perception (63.54), and Graphomotor Coordination (60.83). The areas with the lowest averages were Nonverbal Mastery (47.58) and Puzzles (48.62).

Area	Mean (Percentile)
GENERAL INTELLIGENCE	56.33
G. VERBAL INTELLIGENCE	60.08
G. NON-VERBAL INTELLIGENCE	53.88
M. NON-VERBAL SKILL	47.58
C. NUMERICAL CONCEPTS	55.71
REASONING FIGURES	68.75
INFORMATION	58.5
PUZZLE	48.62
GRAPHIC VOCABULARY	60.08
AUDITORY PERCEPTION	63.54
P. AND GRAPHOMORT COORD.	60.83

DATA OBTAINED IN KG2. Group B

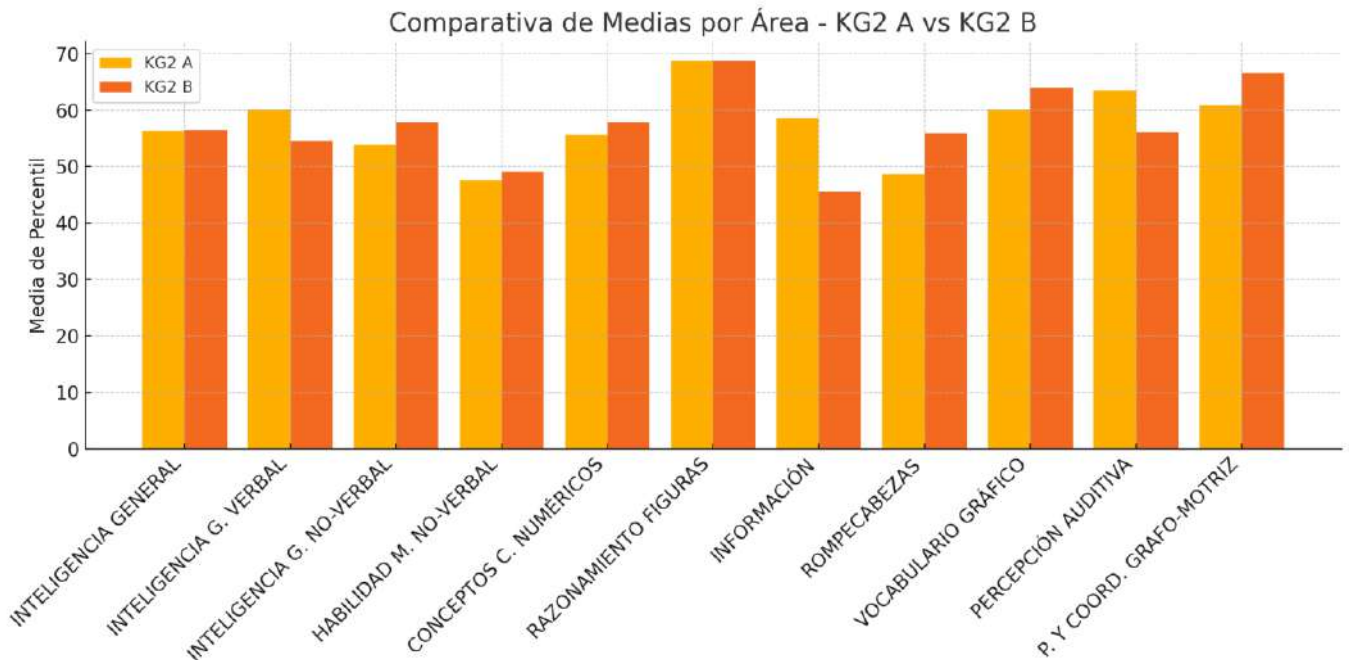
Group B excels in Figure Reasoning (68.76), Graphomotor Coordination (66.56), and Graphic Vocabulary (63.92). Its lowest averages are in Information (45.64) and Non-Verbal Mastery Skills (49.08).

Area	Mean (Percentile)
GENERAL INTELLIGENCE	56.44
G. VERBAL INTELLIGENCE	54.56
G. NON-VERBAL INTELLIGENCE	57.92
NON-VERBAL SKILL	49.08
C. NUMERICAL CONCEPTS	57.88
REASONING FIGURES	68.76
INFORMATION	45.64
PUZZLE	55.88
GRAPHIC VOCABULARY	63.92
AUDITORY PERCEPTION	56.08
P. AND GRAPHOMORT COORD.	66.56



COMPARATIVE TABLE

The graph allows us to clearly observe in which areas each group:





4. Analysis of the Stage Transition Tests for KG2.

The analysis of the results obtained by groups A and B is presented below, allowing for a comparative and qualitative reading of the different areas evaluated.

- **General Intelligence (GI):** This indicator combines the various factors assessed to provide a comprehensive view of cognitive potential. Both groups present balanced results (**Group A: 56.33, Group B: 56.44**), which reflects a general level of cognitive development appropriate to age, with **strengths in reasoning with figures and visual vocabulary**, and aspects still in development such as logical inference and knowledge of the environment.
- **Verbal Intelligence (VIG):** It assesses the ability to understand and use language. **Group A** gets a higher average (**60.08**) in front of the **Group B (54.56)**, which suggests a **greater competence in the linguistic field**, probably due to greater oral presentation or greater verbal maturity. This aspect is a clear strength for Group A.
- **Nonverbal Intelligence (NVI):** It measures logical reasoning through visual and abstract stimuli, without the need for language. **Group B** achieves a higher score (**57.92**) compared to the **Group A (53.88)**, which indicates a **increased ability in visual processing and nonverbal problem solving**.
- **Nonverbal Mental Ability (NVM):** It assesses the ability to make visual inferences using incomplete scenes. Both groups are at a moderate level (**Group A: 47.58, Group B: 49.08**), which indicates that this ability is still **in development** and requires reinforcement through logic games and visual activities.
- **Quantitative-Numeric Concepts (CN):** This area measures the initial understanding of quantities, comparison and numerical relationships. **Group B** has a slightly higher average (**57.88**) in front of the **Group A (55.71)**, reflecting a **good foundation of mathematical reasoning** in both groups, with a small margin of advantage for Group B.
- **Reasoning with Figures (RF):** It is one of the areas with **higher performance in both groups (Group A: 68.75, Group B: 68.76)**. This test assesses visual discrimination, logical classification and the ability to identify patterns, constituting an **outstanding cognitive strength** for all students.
- **Information (INF):** Assesses general knowledge of the environment. **Group A** scores significantly higher (**58.50**) than the **Group B (45.64)**, which could be related to a **greater exposure to conversations, stories, and cultural experiences** both at home and in the classroom. This aspect requires specific monitoring in Group B.
- **Puzzles (RPC):** Measures spatial perception and understanding of part-whole relationships. **Group B** surpasses the **Group A (55.88 in front of 48.62)**, which suggests a **greater visuospatial development** and ability to mentally organize parts and structures.
- **Graphic Vocabulary (VG):** Evaluates vocabulary acquisition through images. Both groups present outstanding scores (**Group A: 60.08, Group B: 63.92**), reflecting a **solid visual linguistic base**. This skill contributes positively to the development of verbal comprehension and emergent reading.



- **Auditory Perception (AP):** It measures the ability to discriminate and reproduce sounds. **Group A** gets a higher average (**63.54**) in front of the **Group B (56.08)**, which could indicate a **better hearing care and greater exposure to spoken language**, with direct impact on verbal comprehension and phonological awareness.
- **Graph-Motor Coordination (PcGm):** Evaluates visual-motor coordination through the reproduction of shapes. **Group B** presents a better result (**66.56**) than the **Group A (60.83)**, indicating a **greater motor precision and graphic control**, which is important for pre-writing skills and graphic expression.

Overall, both classes present strengths in **abstract reasoning and visual vocabulary**, while areas such as **spatial perception, visual inference** and **general culture** require monitoring and reinforcement in the classroom.

5. Improvement proposals for KG2 students.

Based on the quantitative and qualitative analysis of the results obtained by the KG2 students, in the different areas assessed, the following improvement actions are proposed to strengthen the less developed areas and consolidate the observed strengths:

5.1. Strengthening Non-Verbal Reasoning (NvR)

Aim: Improve visual and logical inference skills in incomplete scenes.

Actions:

- Incorporate weekly “find the mistake” activities and solving visual sequences.
- Use manipulative games with patterns and cause-effect relationships.
- Stimulate logical thinking through illustrated stories without text.

5.2. Strengthen Spatial Perception (Puzzle - Rpc)

Aim: Stimulate part-whole perception and management of visual space.

Actions:

- Introduce regular block building and fitting games.
- Encourage the use of physical and digital puzzles of progressive difficulty.
- Include spatial orientation dynamics in the classroom (left/right, up/down, etc.).

5.3. Promote General Knowledge and Cultural Exposure (Information - Inf)

Aim: Increase contextualized vocabulary and understanding of the environment.

Actions:

- Expand conversation routines in the assembly (weather, locations, professions, etc.).
- Implement thematic corners and mini projects on cultural or scientific topics.
- Encourage collaboration with families to send materials or share experiences.

5.4. Consolidate Auditory Perception (AP)

Aim: Promote the discrimination and reproduction of sounds.

Actions:

- Include rhythm and sound echo games, repeating syllables, words or phrases.
- Enhance songs with choreography, rhymes, and tongue twisters.
- Use short audio clips and "what's the sound?" activities to improve listening skills.



5.5. Progress Monitoring and Differentiated Work

Aim: Adapt the intervention to the specific needs of each group and student.

Actions:

- Design mini-reinforcement groups in the weakest areas detected, especially in Inf and HMnV.
- Use monthly informal evaluations to measure the impact of the strategies implemented.
- Encourage station-based work, integrating specific activities for logical-visual, linguistic, and motor development.

5.6. Leverage Identified Strengths

Aim: Enhance abstract reasoning, visual-motor coordination and visual vocabulary.

Actions:

- Introduce visual logic activities as part of the daily closing.
- Incorporate artistic proposals with modeling, layout and construction.
- Use picture vocabulary cards as a basis for memory games, sorting, and story creation.

This proposal seeks to balance the development of students' cognitive, linguistic, motor, and cultural skills, respecting their individual pace and fostering meaningful learning.

6. Stage Transition in 6th Grade.

In this case, the students in sixth grade have been evaluated with the test used: the Battery of Differential and General Mental Activities, renewed level E3 (**BADyG/E3-R**).

The BADyG/e3-R is a high-performance test designed to assess aptitude in the school setting. It is administered to students between 10 and 13 years of age and comprises a set of six basic tests and three supplementary tests. The six basic aptitude tests comprise scores on logical reasoning (RR), verbal intelligence (VF), numerical intelligence (NN), visual-spatial intelligence (EE), and general intelligence (GI).

The tests are described below:

Basic tests:

- **Verbal analogies (Rv).** Assesses verbal reasoning and comprehension through verbal analogies.
- **Numerical series (Rn).** Evaluates the ability to determine logical regularities in a sequence of numbers, through numerical serial reasoning.
- **Logical matrices (Re).** Evaluates inductive reasoning, logically relating series of geometric figures.
- **Complete sentences (Vv).** It evaluates the semantic factor, requiring recognition of vocabulary and situations about which prior knowledge is required.
- **Numerical problems (Nn).** It assesses the speed of calculation and numerical reasoning, requiring the application of numerical operations in numerical-verbal problems.
- **Fit figures (Ge).** It assesses the ability to perform spatial rotations with geometric figures, maintaining their size relationships, grid intensity, distance and relative position to check the adequacy of a figure with the surface from which it has been cut.

Additional tests:

- **Oral story memory (Ma).** It measures the ability to recall short-term data from a verbal account, some numerical and most verbal.



- **Orthographic visual memory (Mv).** It measures the long-term memory retention of the correct spelling of words that, although phonetically sound the same, are spelled differently.
- **Discrimination of differences (Of).** Measures perceptual speed and speed in simple operations of comparing details between figures.

It's important to note that the test is presented in either a Spanish or English version, with visual aids, so that language does not pose a barrier to taking the test. This allows for results based on the specific measurement of each cognitive skill in the tests.

7. Data from the 6th grade Transit tests.

The following table and graph show the average percentile scores obtained by the group in each of the areas assessed. These results provide an overview of the students' developmental level, allowing us to identify both group strengths and areas that may require reinforcement in the next stage of their education.

Area evaluated	Mean Percentile	Interpretation
General intelligence	51.6	Within the expected average
Logical reasoning	52.4	Slightly above average
Factor verbal	51.8	Expected average
Numerical factor	54.3	Light group strength
Factor visoespacial	52.8	Appropriate
Verbal analogies	52.4	Expected average
Numerical series	54.6	Featured within the group
Logical matrices	51.4	Media
Complete sentences	52.2	Media

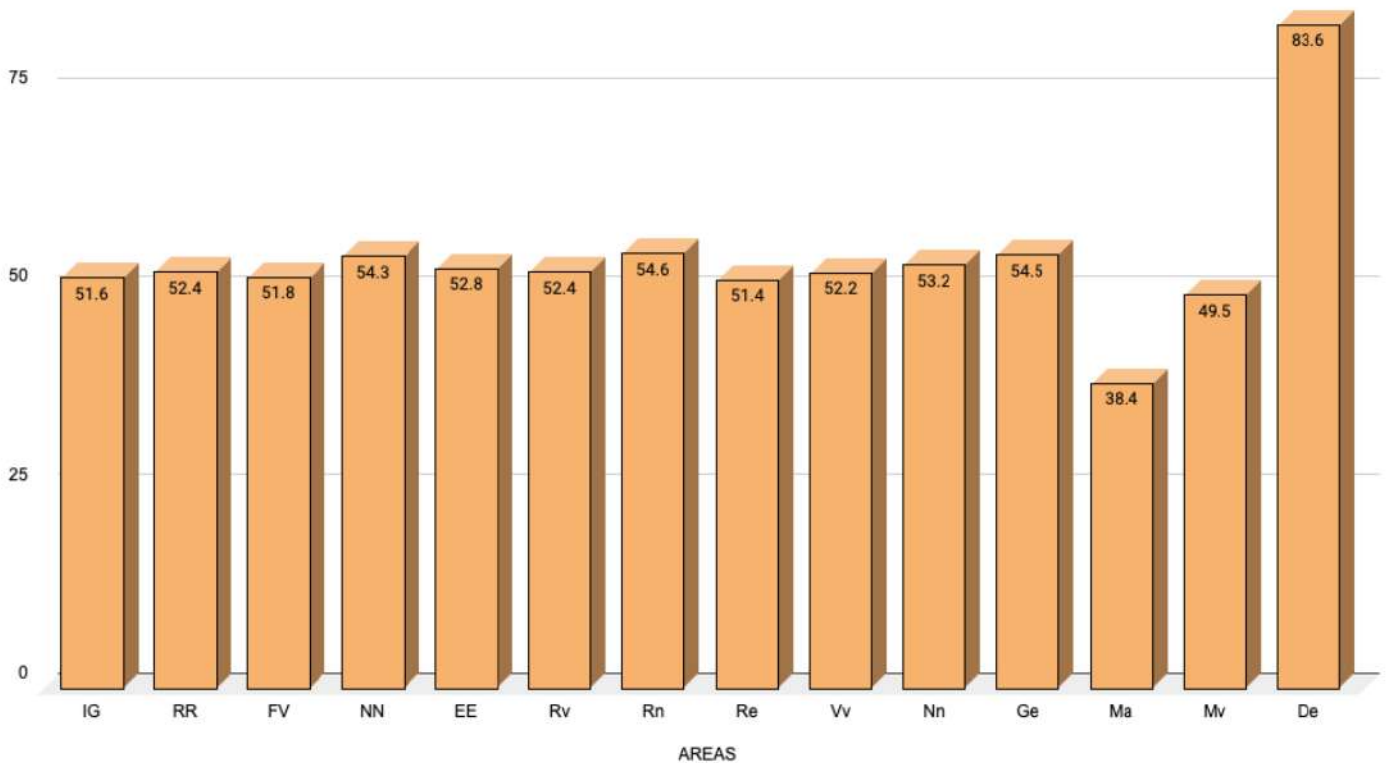


Numerical problems	53.2	Light fortress
Fitting figures	54.5	Good visuospatial development
Auditory Memory of Storytelling	38.4	Area of group weakness
Visual Orthographic Memory	49.5	Slightly below average
Attention - Difference Detection	83.6	Very significant strong point

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8. Analysis of the Transit tests in 6th grade.

An interpretative analysis of the average results obtained by the group, expressed in percentiles, is presented below.

- **General Intelligence – 51.6:** Adequate level within the expected average. The group is cognitively prepared to face the new academic challenges of the secondary stage.
- **Logical Reasoning – 52.4:** Shows a slight strength. Students tend to identify abstract patterns and relationships with ease, which favors analytical thinking and problem-solving.
- **Factor Verbal – 51.8:** Average. The group has an acceptable command of the language, although it's not a strong point. It's recommended to continue working on reading comprehension, vocabulary, and oral and written expression.
- **Numerical Factor – 54.3:** One of the most notable areas. It indicates a good command of quantitative thinking and the ability to work effectively with mathematical concepts.
- **Factor Visuospatial – 52.8:** Students demonstrate good visual organization and spatial orientation. This skill is useful in subjects such as geometry, technology, science, and art.
- **Verbal analogies (52.4):** Adequate capacity to establish relationships of meaning between concepts.
- **Numerical series (54.6):** High performance in sequence identification, essential for mathematical reasoning.
- **Logical matrices (51.4):** Ability to infer visual relationships in the media.
- **Complete sentences (52.2):** Average competence in contextual understanding and semantic sentence closure.
- **Numerical problems (53.2):** Good ability to apply mathematical operations in context.
- **Fit figures (54.5):** Very good visual-spatial perception and ability to discriminate shapes.
- **Auditory Memory of Story (38.4):** It is the **lowest area** of the group. Shows difficulty retaining and processing oral information. Intervention using visual strategies, guided repetition, and active listening activities is recommended.
- **Visual Orthographic Memory (49.5):** Slightly below average. May affect spelling and visual word retention. Reinforcement with frequent reading and visual dictation is recommended.
- **Attention – Difference Detection (83.6): Outstanding strength of the group.** Very high ability to sustain attention and accurately detect visual details. Very useful in activities that require review, comparison, or sustained concentration.

The 6th grade group presents a cognitive profile **balanced and prepared** for the transition to secondary school. Its strengths focus on numerical reasoning, visual perception and sustained attention. On the other hand, the development of **auditory memory** It is the aspect that requires the most support, as it is a factor that could interfere with the understanding of oral instructions or explanatory content.

9. Improvement proposals for 6th grade students.

Based on the results obtained, the group presents a cognitive profile **balanced and suitable for facing the secondary stage**, standing out in areas such as numerical reasoning, visual-spatial perception and sustained attention. However, some have identified **specific reinforcement needs** in **auditory memory** and **visual orthographic memory**, which require specific intervention to prevent them from interfering with future academic performance.



9.1. Strengthening Auditory Memory (38.4)

Aim: Improve retention and processing of oral information.

Recommended actions:

- Incorporate **active listening activities** (short stories, sequenced oral instructions, auditory retention games).
- Use of **audio recordings** with follow-up questions to check understanding.
- Promote the **guided repetition** of important oral content (oral summary among peers, re-expression out loud).
- Complementary visual support: use of mind maps, images, and diagrams during the teacher's oral presentation.

9.2. Reinforcement of Visual Orthographic Memory (49.5)

Aim: Improve visual retention of words and spelling structures.

Recommended actions:

- Introduce **visual dictations and visual memory games** (quick words, correction of errors in written sentences, spelling word search).
- Promote the **frequent and varied reading**, followed by spelling review exercises.
- Incorporate activities of **visual copy and creative writing** focused on key vocabulary.

9.3. Consolidation of Verbal Language (51.8)

Aim: Enhance reading comprehension, vocabulary, and oral and written expression.

Recommended actions:

- Carry out activities of **analysis of short texts**, with inferential and vocabulary questions.
- Use classroom routines that encourage **structured oral expression** (debates, short presentations, role-playing).
- Propose tasks of **creative writing and peer review**, aimed at reinforcing the correct use of language.

9.4. Extension of Mathematical Challenges (54.3 – 54.6)

Aim: Further enhance numerical reasoning and problem solving.

Recommended actions:

- Provide **math enrichment activities**: riddles, series challenges, real-life problem solving.
- Use of tools such as **mental arithmetic boards**, healthy competitions and pair work to encourage reasoning.

9.5. Stimulation of Visuospatial Skills (54.5 – 52.8)

Aim: Take advantage of good visual-spatial perception to support other areas.

Recommended actions:

- Use graphic materials in geometry, science and technology.
- Include activities such as map design, graphs, diagrams, and visual models.
- Integrate construction dynamics or manual work (models, infographics, visual design).

9.6. Consolidation of Attention and Visual Precision (83.6)

Aim: Reinforce the use of this strength in academic situations.

Recommended actions:

- Apply this skill in **proofreading texts, correcting errors, and observing details** in written works.
- Enhance metacognition: make students aware of their attention span as an academic tool.

This proposal seeks to support the group as they transition to secondary school with a preventive and strengthening approach. The intervention should focus primarily on developing auditory memory, while also maintaining and enhancing their strengths in reasoning, attention, and visual perception. A balanced intervention will allow each student to face new challenges with confidence and tools tailored to their profile.



10. CONCLUSION

The analysis of the test results for the third grade of Preschool and the sixth grade of Primary provides a valuable snapshot of the cognitive profile of each group and each student. This study allows us to detect talents, identify difficulties, and anticipate potential educational needs, thus fostering an inclusive and preventive approach.

Thanks to this assessment, we can design concrete actions to support those who present some deficiency or developmental gap, while establishing enrichment measures for high-performing students. At The Spanish School of Abu Dhabi, we are committed to quality education based on equity, personalized learning, and academic excellence. Therefore, this assessment process is not an end, but a tool to ensure that **each student receives the support they need to grow, learn, and advance in their transition to primary and secondary education with security and confidence.**



Report and Evaluation of DELE Results

In November, grade 7 students take the official DELE School Level A1 exam, which assesses their ability to function in common situations in the school and social environment.

On the other hand, during the month of June, a practice exam is held with grade 6 students, as preparation for the official exam of the following cycle.

The DELE School A1 exam assesses four competencies distributed in two groups of tests:

Test Group	Included competencies	Top score	Minimum score
Group 1: Understanding	• Reading • Auditive	50 points	30 points
Group 2: Production	• Written • Oral	50 points	30 points

To obtain the PASS grade, the candidate must achieve at least 30 points in each group. If this minimum is not met in one of the two groups, the overall grade will be FAIL, even if the total sum is equal to or greater than 60.

1. Coordination with teachers for the DELE tests

- ✓ Throughout the school year, we maintain ongoing communication with SSAD teachers, particularly with the 6th and 7th grade tutors, to whom we provide study materials specifically designed for students preparing for the DELE exam who do not attend our extracurricular classes. We also collaborate closely with the ELE Department to identify the specific needs of each student, especially regarding the use of academic and social vocabulary.
- ✓ In addition, SSAD actively supports the SLC in organizing both mock and official DELE exams. The school facilitates access to appropriate spaces, ensures noise control, and provides logistical support on exam days to guarantee optimal conditions for the students.
- ✓ We also coordinate with SSAD to implement the necessary DELE exam accommodations for students with Special Educational Needs (SEN), with the support of the Guidance Department, which not only provides expert advice but also assists with trained personnel when needed.
- ✓ Finally, the school refers new students with language difficulties to the SLC, so they may benefit from additional reinforcement in Spanish.





2. Report and evaluation of DELE results

During the 2024–2025 school year, a total of 12 SSAD students took the official DELE Escolar A1 exam. Of these, 11 achieved an overall grade of APTO (PASS), while 1 student did not meet the minimum required score, resulting in a **success rate of 91.6%** and a **failure rate of 8.4%**.

- **Total number of students evaluated:** 12
- **Students with an overall PASS grade:** 11
- **Students with an overall grade FAIL:** 1
- **Success Rate (Pass):** 91.6%
- **Failure rate:** 8.4%

3. Analysis by competence

The analysis by competence is presented below, with the average of grades obtained (out of a maximum of 25 points per area evaluated):

Competence (ability) assessed	Average ratings (out of 25)
Reading comprehension	20.25
Written expression and interaction	17.05
Listening	20.83
Oral expression and interaction	23.03

Oral expression and interaction was the skill with the best overall performance, with several maximum scores and an average of more than 23 points. Overall, **the success rate of 91.6%** reflects a **high level of preparation** on the part of the students.

4. Individual analysis of results – Student with a NOT PASS grade

In the official DELE School A1 exam, this student obtained the following competence scores:

Competence assessed	Score obtained (max. 25)
Reading comprehension	14.00
Written expression and interaction	6.25
Listening	11.00
Oral expression and interaction	20.69

Depending on the structure of the exam, the results are grouped into two blocks:

- **Group 1 (Reading Comprehension + Written Expression):** Total = 20.25 points → **NOT PASS** (minimum required: 30)
- **Group 2 (Listening + Speaking):** Total = 31.69 points → **Pass**

Despite having passed Group 2, the insufficient score in Group 1 prevented them from reaching the overall rating of "PASS".





5. Personalized accompaniment and follow-up

After the results were known, the case was analyzed together with the student's tutor and the Department of Inclusions, who have been actively involved in the support process throughout the school year.

In addition, the student's tutor held a meeting with the family to communicate the results, offer guidance and coordinate additional accompanying measures.

As part of this process, the student retook the *mock test* in an adapted environment, on the recommendation of the inclusion department, achieving a significant improvement in all competencies. In the practice exam held in June, the results were as follows:

Competence assessed	Score obtained (adapted mock test)
Reading comprehension	18
Listening	19
Written expression and interaction	20
Oral expression and interaction	25

These advances reflect a positive evolution, the result of the joint work between the student, the SLC, the SSAD teaching team, the Department of Inclusions and the family. Individualized follow-up will continue to be given to ensure that the student can achieve the objectives of the next cycle successfully.





6. Conclusion

The results obtained reflect a very positive performance by the group, both individually and overall. The SLC reaffirms its commitment to high-quality language instruction, consolidating its role as the official DELE exam preparatory center within the SSAD context. It is recommended to continue strengthening the following areas:

- **Written production practices** through guided activities and formative feedback.
- **Listening comprehension** by exposing students to authentic audio materials and complete mock exams.
- **Review of individual cases** with lower scores in order to develop personalized improvement plans.
- **Increased use of DELE preparation materials**, particularly exam models and integrated tasks.
- **Ongoing coordination with SSAD tutors** to ensure mutual feedback and continuous monitoring of student progress.





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The Spanish School of Abu Dhabi

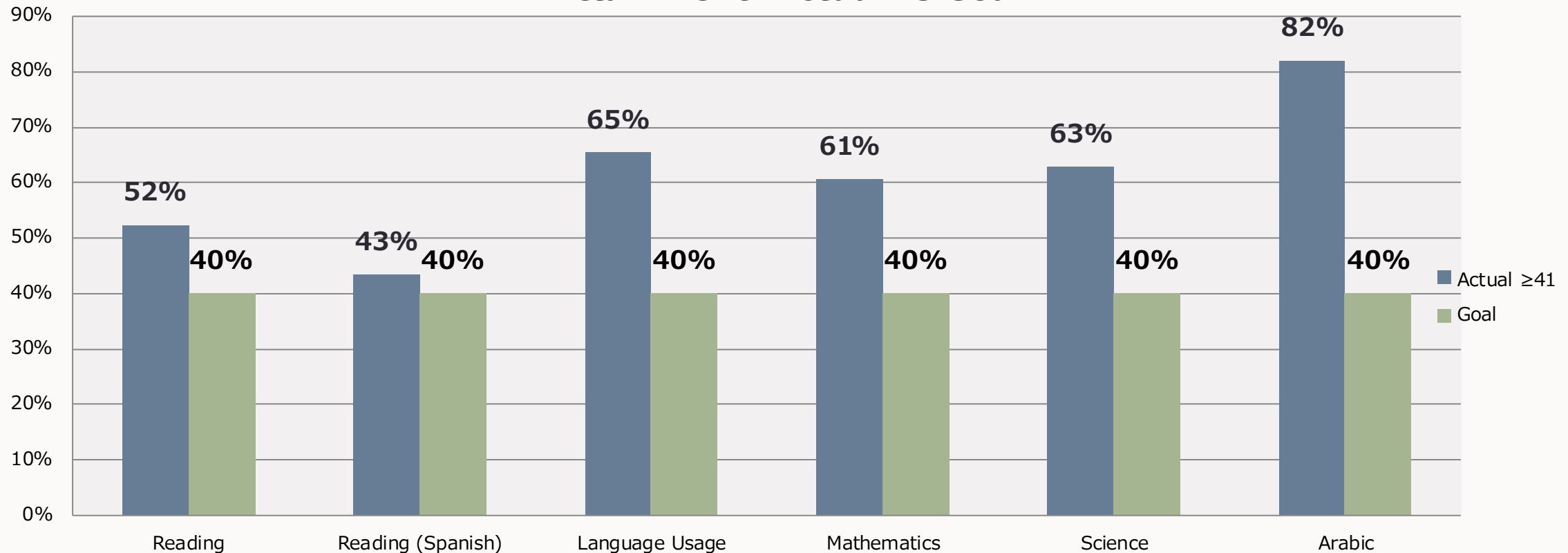
SSAD

Supporting Student Attainment and Progress



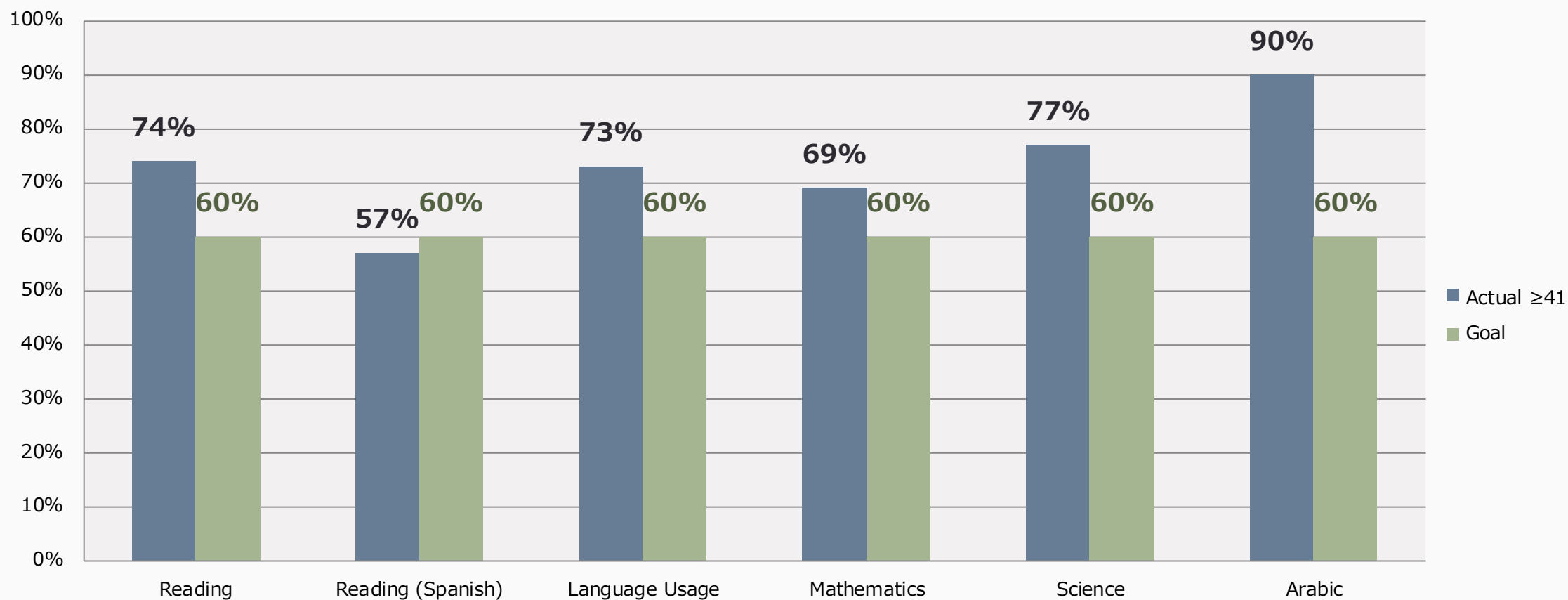
Student Attainment 2024-2025

Attainment: Actual vs Goal

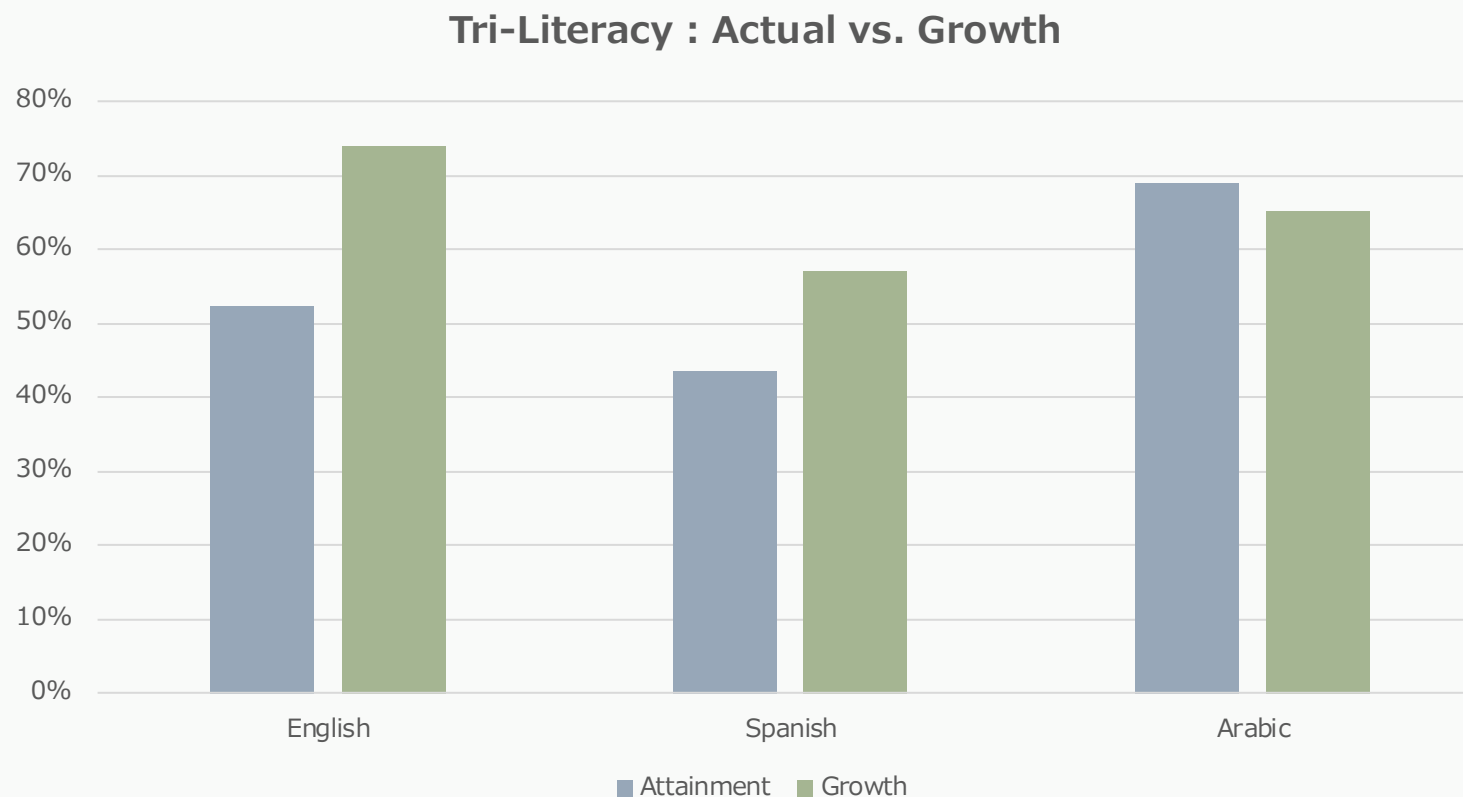


Student Growth 2024-2025

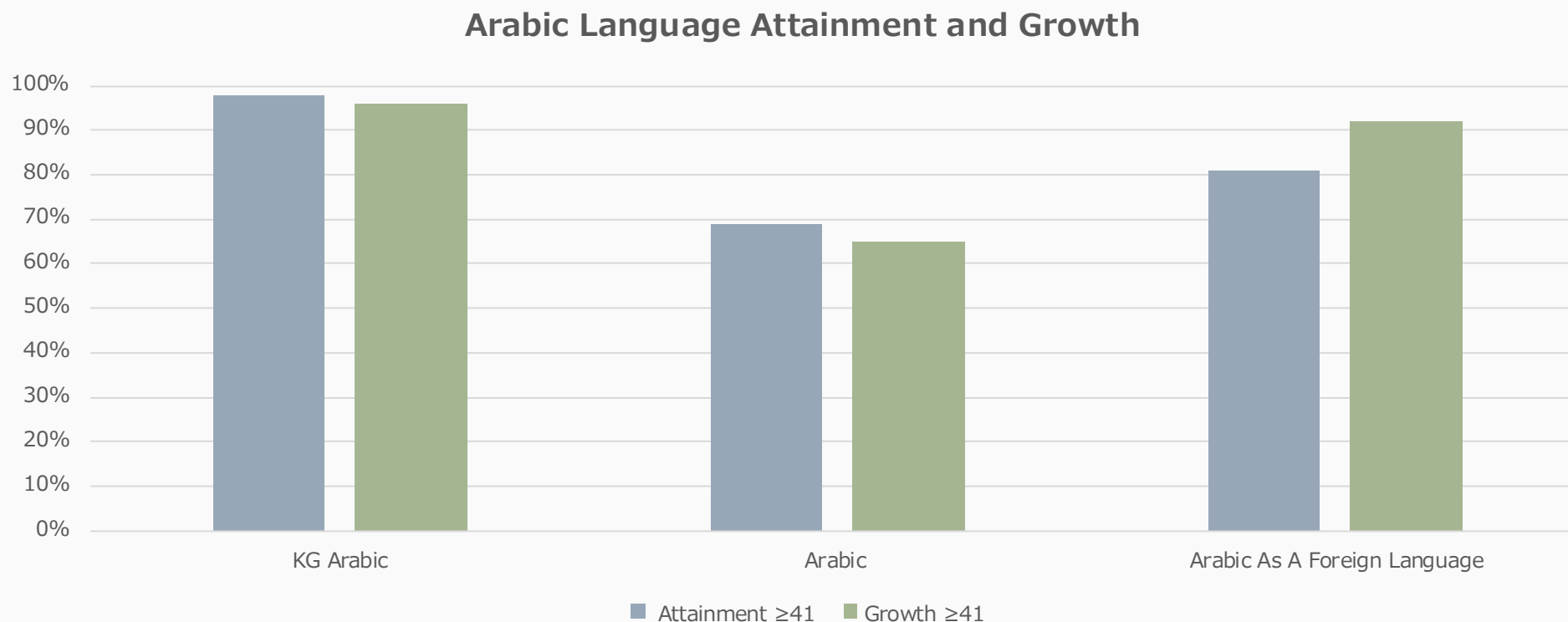
Growth: Actual vs Goal



Tri-Literacy 2024-2025



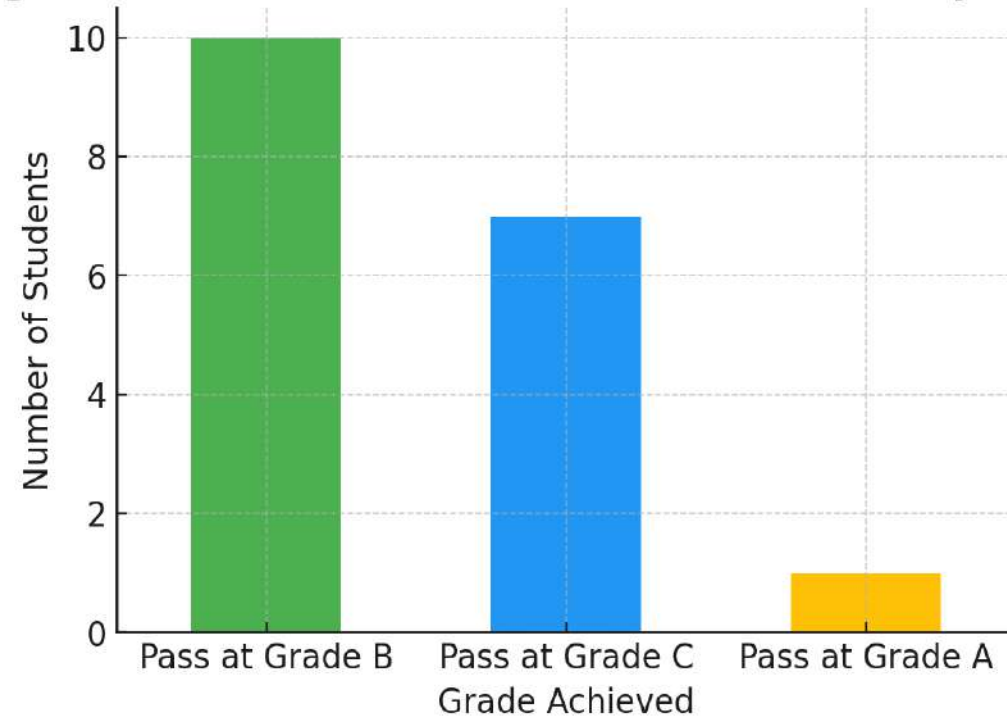
Arabic Attainment and Growth 2024-2025





Cambridge Exams Pass Distribution

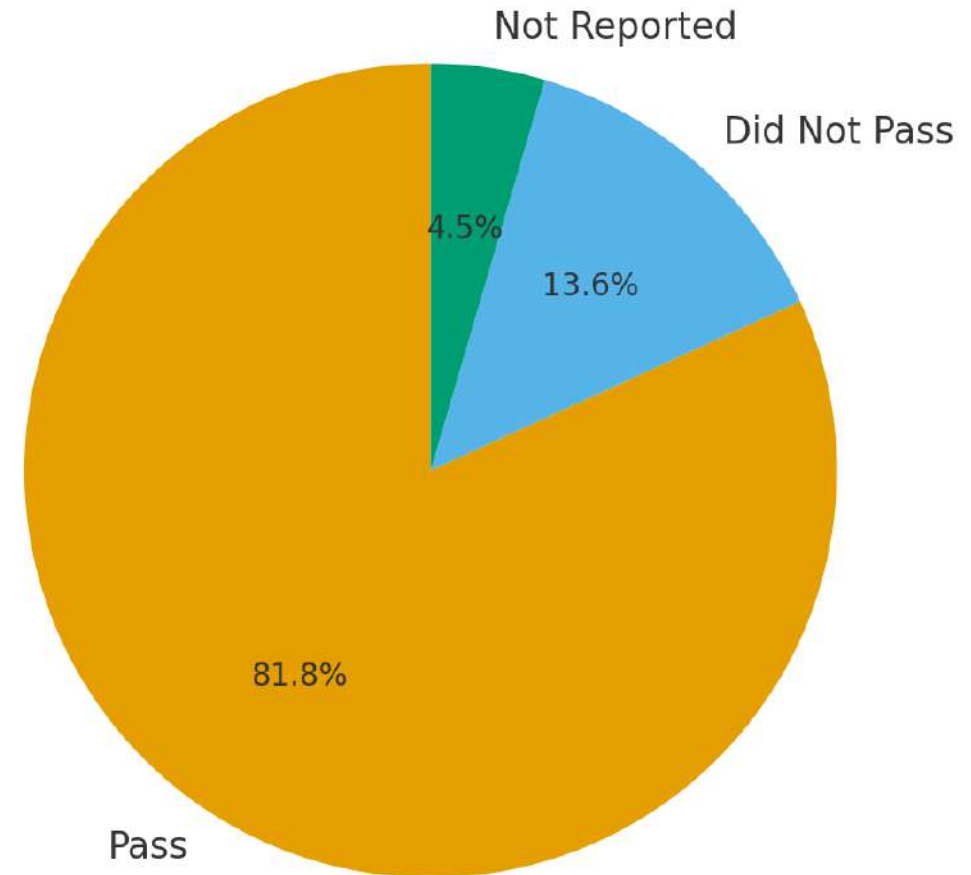
Cambridge Exams (Grades 5–8) – Pass Distribution by Grade (A, B, C)





Cambridge Exams Pass Distribution

Cambridge Exams (Grades 5–8) Outcomes Distribution





Staff Data Use:

Improved teachers' use of data to plan/deliver lessons and track progress by implementing and providing ongoing support in using NWEA MAP, ABT dashboards, RTI/MTSS protocols to ensure consistent use of data in planning and provisioning.

