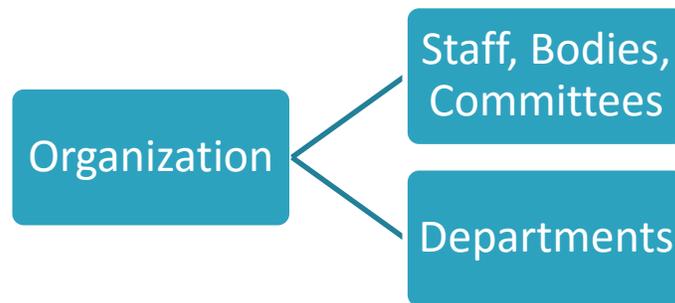


5. SCHOOL ORGANISATION AND STUDENT SERVICES



5.1. SCHOOL ORGANISATION

The staff, the bodies and the committees which are responsible for the school organisation are the following ones:

- Principal
- School board
- Executive council
- Teaching Body
- Class Council
- Departments
- Teaching coordinator
- Student council
- Administrative manager
- Non-teaching staff assembly

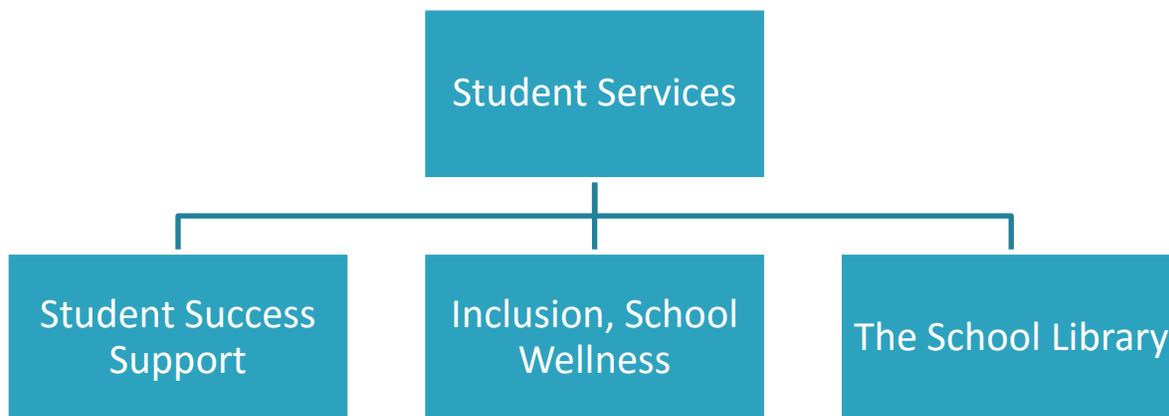
The Marinelli Lyceum is organised in the following school departments:

- Italian and Latin
- EU Foreign languages

- History, Geography and Philosophy
- Mathematics and Physics
- Natural Sciences, Chemistry, Microbiology
- Technical Drawing and History of Art
- Physical Education
- Catholic Religion

Every department draws up a syllabus which all the teachers refer to for their class activities, even though teachers' discretion is guaranteed.

5.2. STUDENT SERVICES



STUDENT SUCCESS SUPPORT

The Teaching Body has identified the necessity of specific and personalised activities in order to prevent abandonment and educational failure, especially due to below-average grades obtained at the end-of-term marking. After considering the complexity and the multiplicity of the contributing factors (motivation, study method, entry skills and competences, etc.), the Teaching Body has set the following key points for an efficient organisation of catch-up classes and educational support:

- Class Council's responsibility in planning personalised catch-up classes and appointing the teacher in charge of the Class Council
- Presence in the School of a teacher in charge of organising prevention activities against scholastic failure
- Role of the Departments in the organisation of catch-up classes.

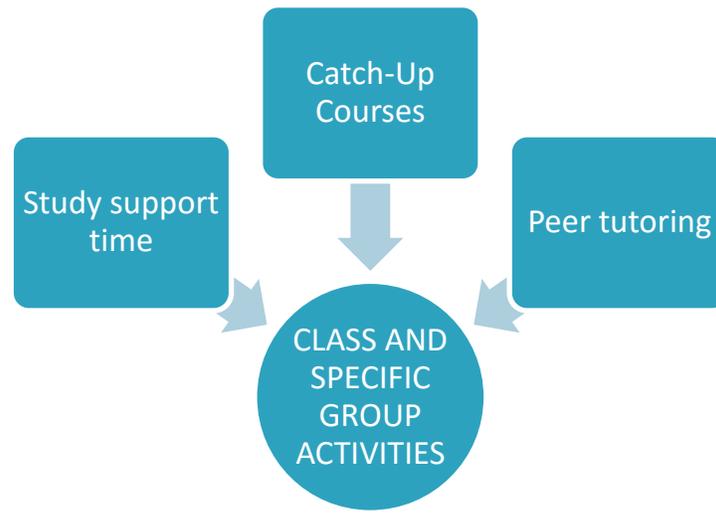
In order to support student school success, if necessary, the Class Council offers:

- Cross-curricular skill entry tests
- Questionnaires on strategies and study methods
- Class activities on study methods
- Ongoing support activities led by the teacher in charge
- Meetings with families

The Class Councils can also take advantage of CIC (SCC: the School Counselling Centre) and COR (RSSC: Regional School Support Centre). The recent school year organisation in two terms - a short one having a check-up purpose and ending on 31st October, and a longer one, from 1st November to the end of the school year - allows students to be constantly monitored and supported throughout the second terms.

School failure prevention activities and individual or group catch-up classes.

CLASS AND SPECIFIC GROUP ACTIVITIES



STUDY SUPPORT TIME

When in a class a teacher identifies a significant number of students with difficulty in acquiring specific skills and/or knowledge, he/she may stop normal classes in order to focus on specific support activities.

CATCH-UP COURSES

Catch-up classes can be organised for students identified as requiring support during the end-of-term marking meeting. They can also be specific and personalised actions carried out by the class teacher in any moment of the year to respond to special needs even for individual students.

PEER TUTORING

It is a method based on cooperative and peer learning, which can be organised in various groups, and with one of the students playing the teacher's role.

PERSONAL ACTIVITIES



HELP PROGRAMME

It is an essential tool for students who need to prevent educational failure. Departments choose both the teachers in charge of this activity, and the subjects/skills that need to be improved. It is an ongoing programme students can join at any time of the school year.

SCHOOL ONLINE PLATFORM

On our website there is an online platform which can be used by teachers to load homework and all kinds of activities.

GUIDED PERSONAL STUDY

It consists of supplementary study activities done at home by each student, following the work indications furnished by teachers. This support method is also foreseen when other types of activities cannot be organised. This guided personal study always ends with a test given by the class teacher.

TUTORING ACTIVITIES

They are organised for foreign students, on the advice of the Class Council, and aim principally at language enhancement in Italian L2, in order to improve the students' learning abilities in all subjects. Forms of tutoring may also regard students who come from other schools and must consequently integrate subjects absent from the study syllabus of the schools they come from (e.g. Latin).

SUMMER CATCH-UP ACTIVITIES

Summer catch-up activities take place at the end of June and at the end of August, and have the aim of preparing students to pass the September exams and be admitted to the following year.

INCLUSION AND SCHOOL WELLNESS

SEN (BES) – SPECIAL EDUCATIONAL NEEDS

Recently the Lyceum's attention has widely addressed the area of Special Educational Needs involving socio-economic, linguistic or cultural disadvantages, or problems that may arise due to physical and biological but also psychological reasons, for either continuous or limited periods. The school has therefore implemented its "policy of inclusive education" with the aim of

monitoring, assessing and improving its degree of inclusion. This policy will be developed through reorganizing professional resources, adopting preventive actions, encouraging professional development and flexibility, improving communication and taking advantage of experts' advice. The principal instrument of inclusive education is the personalization of teaching and learning, for which the Class Council is responsible and in charge of defining and activating strategies in the form of a Personalized Teaching Plan (PTP). The PTP document defines and records the appropriate actions and evaluation criteria, by designing the possible adoption of compensating and dispensatory measures. Finally, as a result of shared decisions, it must be signed by the School Director or Deputy Director, the class teachers and the students' parents.

To coordinate all actions aimed at guaranteeing and improving the inclusive education policy, the Inclusion Working Group (IWG) (GLI) is established at the Marinelli Lyceum.

The Group assumes responsibility for:

- Taking note of SEN in the school
- Gathering and documenting educational and teaching actions
- Collecting proposals, consulting, supporting the management strategies of the classes
- Constituting the interface with Territorial Support Centres (TSC).

The IWG produces the proposals of the Annual Inclusive Education Plan for all students with SEN for the Teaching Body by the month of June of each school year.

Then, through an objective analysis of the data, then, at the end of the year, the IWG verifies the results achieved, formulates a hypothesis for the use of resources and submits the goals and activities of the Annual Plan for discussion and deliberation to the Teaching Body. Moreover, during the month of

September, in relation to the resources assigned to the school, the group provides for an adaptation of the Plan on the base of which the School Director will definitively allocate the resources.

WELLNESS, HEALTH AND SCHOOL SUCCESS

Aware of the fact that school success and wellness are strictly related, the Lyceum proposes activities to promote wellness and health, with the following objectives:

- Develop the awareness that life style influences health and wellness significantly and that this condition is maintained only through adequate behaviour
- Make it possible to adopt personal and social attitudes, based on correct information and responsibility
- Provide scientifically correct, rigorous and credible information.

SCS - SCHOOL COUNSELLING CENTRE

The SCS is a support service offered by the school for all school and personal problems. It is addressed to students, families and Class Councils and is composed by a group of teachers trained in listening and educational relationship with the help of developmental psychologists.

The main activity consists of listening time, requested by students or teachers, who urge students to refer to this service for advice.

The interviews may be about any problem (learning difficulties, personal study method, lack of motivation and self-awareness) that make personal growth and educational achievement more difficult. The SCS is also an information centre that collaborates with other counselling prevention and mental health therapy services, like the Regional Guidance Centre. It ensures and monitors relationships between students, families and local services. The teacher in charge of SCS is a member of the Work Group for Inclusion.

When the students' situations are particularly complicated and need special educational and learning strategies the Class Council is involved, in order to provide a more complete picture of the situation and start giving the required help. The SCS's teacher will then report the Class Council about the students' problems, respecting individual privacy.

SCS SPORT FOR SPORT AT A COMPETITIVE LEVEL

It is addressed to students with top-level achievements in sport activities outside the school, to help them better organise their study time and sport activities. Students are helped by the Physical Education Department teachers, who encourage them to keep up with their activities and ask class teachers to schedule tests in periods when students have no competitions, in order to facilitate their school life.

THE SCHOOL LIBRARY

The Lyceum's library is a space for learning and researching, interacting with internal and external stakeholders, and cultural or teaching planning. Its principal aim is to encourage the relationship of the students with books, considered as instruments of knowledge and pleasure. Tutoring services and consultancies about books and research are also provided. The library, in fact, is a study and research place, where you can find pedagogical information, exchange didactic materials and have access to information thanks to books but also to multimedia devices and the internet. All users can have access to the documental heritage of the library through a digital catalogue accessible from the Lyceum's site, clicking on "library", and then on "on-line book search". The service offers all first-year classes guided visits to the Lyceum's library; it also organises visits to the public library, which often proposes educational activities, and visits to other libraries of the region, with the aim of developing a sense of the historical significance of books and the importance of the interaction with

the territory and its resources. Moreover, the school library organises “meetings with the author”, where an outside audience is also welcomed. There is a wide collaboration with the intellectuals of the territory, though the library has been and will be also open to meetings with people coming from outside the region.