

School Cluster Quinta de Marrocos

1.1. Location and social context

The school cluster Quinta de Marrocos is situated in the area administered by the Benfica Parish Council (JFB) in the municipality of Lisbon. It is composed of 5 schools, one elementary school with students from the 5th to the 9th grades, two primary schools with students from 1st to 4th grades and two kindergartens, all of them situated nearby:

- Basic School Quinta de Marrocos (EBQM)
- Basic School Parque Silva Porto and Kindergarten
- Basic School Professor José Salvado Sampaio and Kindergarten

Basic School Quinta de Marrocos is the head school of the cluster and a referral school for the bilingual teaching of deaf children. Deaf children/pupils attend Kindergarten/Basic School Parque Silva Porto and finally Basic School Quinta de Marrocos.

This school cluster has been designated as **Referral School for the Bilingual Teaching (of Deaf Children)** in the school year 2008/2009.

1.2. Characteristics of the pupil population

In this school year there are 1195 children in the school cluster.

One of the specific characteristics of the schools in this cluster is the fact that it is attended by a large number of children and youngsters with Special Educational Needs. 188 of the school cluster children/pupils have Special Educational Needs (SEN), 89 of them are deaf, two of them have other Special Education Needs besides being deaf.

Severely deaf children benefit from bilingual teaching, Portuguese Sign Language is the first language and Portuguese the second language. Whenever possible, they learn in deaf pupils classes from preschool to the 9th grade and they have interpreters of Portuguese Sign Language in the classroom.

The deaf pupils may benefit from specialized support and speech therapy.

This School cluster also has an Early Intervention Project attended by 9 children.

As a Referral School for the Bilingual Teaching (of Deaf Children) it offers the community a multidisciplinary team of regular education and special education teachers, teachers/educators of Portuguese Sign Language, interpreters of Portuguese Sign Language, speech therapists, social services technician and educational assistants.

1.3. Teachers

There is a total of 138 teachers in this school cluster, from different school subjects including Portuguese Sign Language teachers, that are organized in groups including the ones related to special educational needs.

1.4. Other staff

In this school cluster there is a non docent staff of 48 people and 16 technicians (speech therapists, interpreters of Portuguese Sign Language and three psychologists).

2. School Cluster Facilities

2.1 Basic School Quinta de Marrocos

It has three separate buildings: building A, building B and building C (Gymno-Sports pavilion).

- The School library, equipped with computers and digital/multimedia resources. It has been developed a strong work fostering reading, recognised by all school community. It also promotes the development of reading skills in children and youngsters who attend the schools of the cluster. There are some activities and events that have the support of parents and guardians.
- Canteen, that provides an average of 200 meals per day.
- Classrooms,
- Technicians' offices,
- Science lab,
- Visual and Technological Education rooms,
- Computer rooms,
- Gym and Sports pavilion.

The Physical Education classes take place here, as well as other activities monitored by teachers and held in the context of the School Sports Programme. There are basketball, futsal, badminton and swimming training groups. Swimming is practised in the facilities of the Benfica Parish Council, as agreed in a protocol between both institutions.

Apart from the School Sports Programme activities, the school offers other clubs, considered as a major contribution to the educational success, since they are an opportunity to promote group work, development of autonomy and creativity, critical sense and diversified learning. That's where pupils work in projects that interest them. Some of these clubs are: (Maths Club, Languages Club, Writing Workshop and a School Newspaper) some of them making use of the Information and Communication Technology.

These projects/activities are very important to the educational success, as well as to reduce disciplinary problems.

Discipline and civic behaviour

The pupil population of EBQM doesn't have serious disciplinary problems. Discipline problems are mainly connected to the difficulty in obeying the classroom rules. An Office for Disciplinary Problems (GTR) has been created in order to reduce these situations. The rules of this office offer several types of sanctions intended to make the pupils aware of their duties. Class teachers play a fundamental role by monitoring the presences at GTR. The class teacher, in close collaboration with the parents/ guardians, will search for a solution for the disciplinary problems and will apply the established sanctions accordingly.

The School Board has been carrying out a preventive activity in the control of these situations by informing the pupils about the school rules, at the welcoming meeting at the beginning of the school year.

There is a work group formed by teachers of the several teaching levels and representatives of the Parents' Association. This work group has been promoting several activities regarding the attitude and behaviour of the pupils, namely by displaying posters with the rules to be obeyed in the various school spaces; it has also been carried out activities to train and develop awareness of the strategies in the classroom/school space in order to decrease disciplinary issues.

2.2 Primary School Parque Silva Porto and Kindergarten

It has Building A, Building B and the Canteen, which provides an average of 222 daily meals (167 to the Primary School and 55 to the kindergarten).

Both the primary school and the kindergarten are situated in the same space, one in Building A and the other in Building B.

The school library is situated at EB1PSP and it was inaugurated in the school year of 2008/09. It is developing a very active work with the children of both schools and seeks to encourage the participation and mobilization of parents/guardians regarding to reading promotion. It encourages the use of the new technologies, too. On the other hand, it tries to work in cooperation with the teachers, supporting the curriculum development.

2.3 Primary School Prof. José Salvado Sampaio and Kindergarten

The school is constituted by 4 different spaces, each one having three classrooms. One of these spaces belong to the kindergarten. The school has also an equipped kitchen, a staff room, some rooms for individual support, a small library and a canteen (serving about 206 daily meals, 153 to the primary school and 53 to the kindergarten).

We can assume that at kindergartens and primary schools the participation in the school life activities by the parents and guardians is larger because of their availability and the age level of the children considered. These parents take part in all the events of the primary schools and kindergartens and also help to organize them. The Parents Associations also promote some activities as the newspaper, literary contests, meetings, etc...

The curriculum enrichment activities are held by the Benfica Parish Council, in Lisbon. These activities are the following: physical motor activity, plastic expression and Music.

The public administration institutions participate in:

- Preserving and maintaining the school areas of the primary schools and kindergartens.
- Providing school social support
- Hiring educational assistants for the kindergartens of the school cluster; school guards have also been placed in the primary schools and the kindergartens
- Promoting several projects within an educational scope
- Signing a protocol with the Municipality of Lisbon (CML) establishing swimming as a curricular subject in Primary School
- At the level of institutional cooperation, being the promoting entity of the curriculum enrichment activities (AEC) and family support element (CAF).

3. The Educational Statement for 2021/2025 established as:

3.1. Priorities and goals

- Promoting an all inclusive school.
- Fighting against school absence and low grades
- Promoting the cooperation between the different schooling levels.
- Encouraging effort, commitment and work.
- Developing the consciousness of citizenship in pupils.
- Coordinating interaction with Parents/Guardians (EE)
- Encouraging a sense of belonging to the school in the school community

3.2. Strategies and Action Plans

- Promoting the school success
- Improving the school atmosphere
- Promoting diversity in the field of curricular enrichment, namely in the various areas of cultural and scientific knowledge
- Making organizational changes which will promote the curricular coordination and integration
- Fostering autonomous use of the resources available at school (library, computer room, studying room and playroom)
- Promoting multimedia activities
- Creating ways that will facilitate a better knowledge of the pupils
- To debate and carry out school rules (RI), in such a way that they can be understood by the pupils and adapted to the reality of the school reality
- To decrease disciplinary problems through the Office for Disciplinary Problems (GTR) and the Pupil and Family Support Office (SAFE)
- Promoting the success at Math based on Maths reinforcing classes as well as in Portuguese.
- Promoting specific activities targeting pupils whose Mother Language is not Portuguese
- Promoting experience exchanges among classes, school years and school levels
- Fostering the School Sports activities
- Creating strategies to improve the involvement of Parents and Guardians
- Forming classes according to the criteria approved by the Pedagogical Council (CP)
- Developing strategies of school vocational guidance
- Promoting equal opportunities by providing the human resources needed to support the pupils with special educational needs.

3.3. Motivation and commitment

At the beginning of each school year there are meetings with the pupils of the school cluster to welcome them and let them know about the school dynamics. During the third term the fourth grade pupils of the Primary schools, will visit EBQM to get acquainted with the school space and some activities carried out at this school.

In the beginning of the school year the Board gives a welcoming reception for the teachers of the school cluster followed by a general meeting during which the new teachers are informed about the way the school cluster works and also about the projects they will work with during the school year. The new teachers are also helped by the Heads of Departments and representatives of the different departments of the school subjects, not only in the first meetings but along the school year.

The school cluster has created a school website, a Library blog, a moodle platform and all community uses the Teams' platform and institutional emails, in order to divulge informations. They are updated regularly with information about teachers' conferences, news, documents of the school community, activities carried out, etc...

During the school year some meetings open to all the staff (teachers and other staff) are organized.

In the end of the school year several cultural and sports activities take place involving the whole community among all the schools of this cluster.