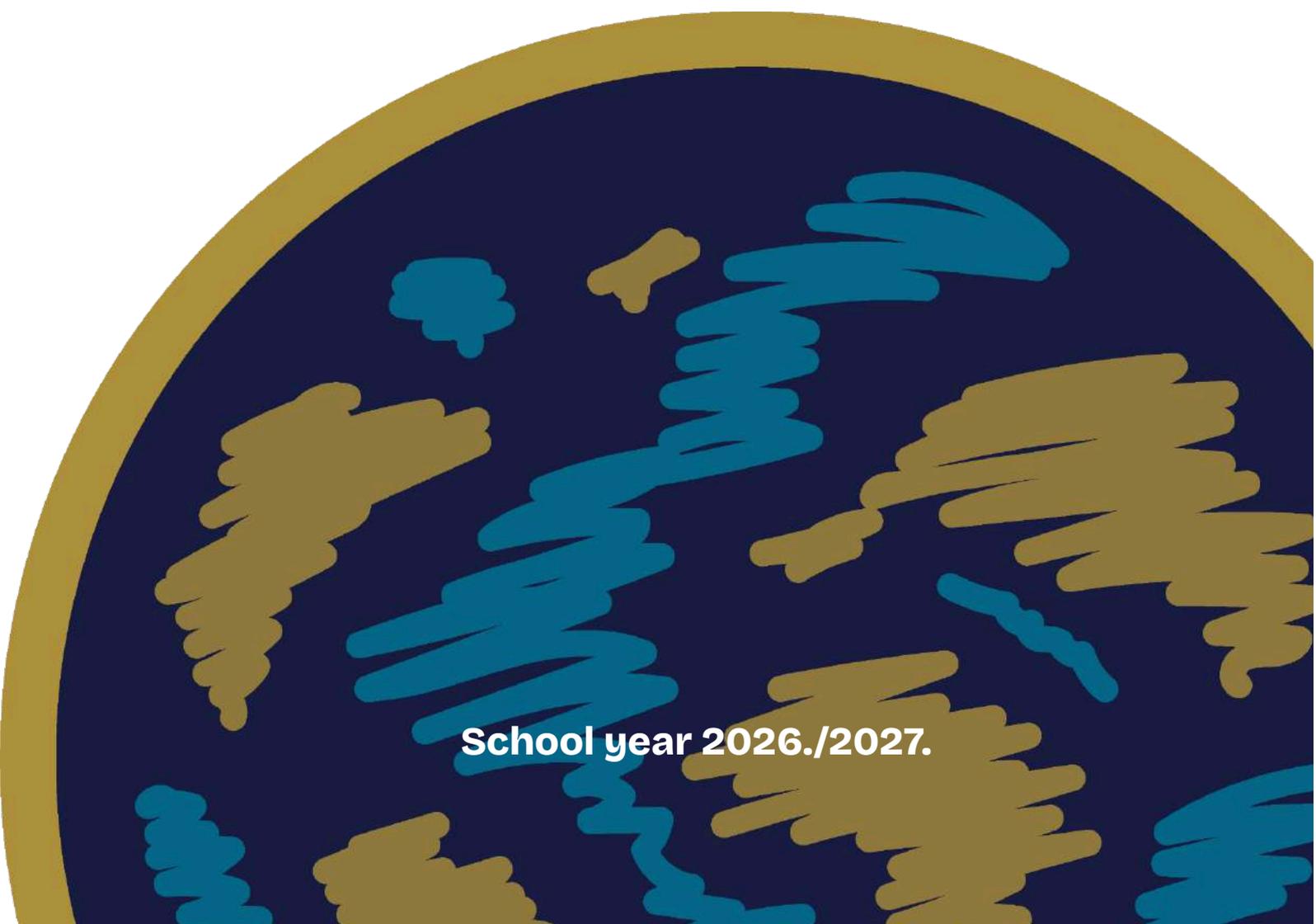




# Parent's school guide

Primary school Prizma, Ksaver



School year 2026./2027.

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Primary school Prizma, Ksaver  
Ulica Matije Jandrića 42  
10000 Zagreb, Hrvatska  
Tel: +385 1 4837 079  
+385 99 466 9999  
Email: skola@prizmazagreb.com  
www.prizmazagreb.com

# Our School Mission

*Our mission is to prepare your child, in a safe and supportive environment, for successful enrolment and further education, as well as for an independent and proactive life in a world of constant and exciting change.*

Our goal is for every student who completes their education at Prizma to have:

- ★ **knowledge** they understand and are able to apply
- ★ well-developed logical and critical thinking **skills**, as well as problem-solving abilities
- ★ **learning, communication, collaboration, and independent working skills**
- ★ **strong values** such as responsibility, perseverance, and respect
- ★ **personal qualities** including self-confidence, awareness of their own strengths and limitations, self-control, and resilience in the face of challenges

We believe these are the foundations upon which a child can build a successful educational and life journey, regardless of the path they later choose.

**We achieve this goal through:**

- ★ an enriched curriculum that connects the Croatian National Curriculum with a science-based and interdisciplinary approach to learning, supported by the **Oxford International Curriculum framework**
- ★ **capable and motivated teachers** who engage in continuous professional development
- ★ fostering positive **socio-emotional development** and personal skills in students
- ★ recognising, monitoring, and supporting the development of **child's potential**
- ★ **small class sizes** that allow a balance between group and individual work
- ★ teaching methodologies that encourage **logical, analytical, creative, and critical thinking**
- ★ **high-quality and regular communication with parents** about their child's progress, achievements, and needs

*Our vision is to be a school whose quality of education can be measured against the best in the world, and which children experience as an inspiring and safe place that encourages learning, growth, and development.*

# Curriculum

The Prizma curriculum is based on the Croatian National Curriculum and enriched through an educational approach that promotes understanding, critical thinking, and the application of knowledge in real-life situations. Alongside the national curriculum and enriched programmes, Prizma uses the Oxford International Curriculum framework and resources, enabling access to advanced international educational practices, innovative teaching materials, pedagogical approaches, and methodologies that enhance the quality of teaching and learning across the entire curriculum.

*At Prizma, learning does not stop at facts.  
It comes alive through understanding, connecting ideas, and  
applying knowledge.*

## 1. Croatian National Curriculum as the Foundation

The teaching programme of Prizma Primary School is based on the Croatian National Curriculum, which provides students with a clear, broad, and reliable foundation of knowledge fully aligned with continued education in Croatia, including more demanding secondary school programmes. This foundation is complemented by an enriched programme that deepens students' knowledge and skills through experiential, practical, and project-based learning.

This approach enables students to:

- ★ learn with understanding
- ★ connect knowledge across subjects
- ★ develop logical, analytical, and creative thinking
- ★ gradually build independent learning skills

## 2. Enriched Programme

The enriched programme consists of content that presents national curriculum topics in a more meaningful and real-life context, supporting deeper understanding and long-term retention.

At Prizma, the enriched programme deepens learning and increases motivation without creating additional academic pressure.

It is organised into three areas:

- A. **Science** (Science Lab, Math Lab, Techno Lab)
- B. **Communication and Creativity** (School Forum, English Plus, Creative Workshops)
- C. **Competency Development** (Co-operative Learning, Emotional Compass)

## A. Science

The science-based approach at Prizma is founded on learning with understanding throughout primary education. Instead of rote memorisation, students from Year 1 to Year 8 gradually develop the ability to understand phenomena, cause-and-effect relationships, and connections between different areas of knowledge.

In the early years, students learn to observe, ask questions, and draw conclusions. As they progress, they increasingly focus on explanation, analysis, application of knowledge, and critical thinking. In this way, knowledge is built systematically, deepens over time, and remains applicable in the long term.

- ★ **Science Lab**, an enriched programme within **Nature Studies** (and later **Biology, Chemistry, and Physics**), connects theoretical knowledge from the core curriculum with practical application through project-based and investigative work.
- ★ **Math Lab** provides additional mathematics lessons that help students build strong foundations and confidence in problem-solving through engaging and motivating activities. The focus is on understanding, systematic thinking, and developing logical problem-solving skills. Through Math Lab, students develop perseverance and logical reasoning through more complex tasks and mathematical challenges such as Math League and Kangaroo competitions, while enjoying mathematics in a positive and motivating environment.
- ★ **Techno Lab** is an interdisciplinary subject that connects **computer science, robotics, basic physics, and engineering thinking through project-based and inquiry-based learning**. Students explore how processes, machines, and structures work, build models, and solve practical problems, developing logical thinking, technical skills, creativity, and the ability to create functional solutions.

Through the Lab programmes, students learn to think in an investigative way by asking questions, exploring, drawing conclusions, and applying knowledge.

## B. Communication and Creativity

- ★ **The Class Forum** (lower grades) and **School Forum** (upper grades) are **enriched Croatian language programmes** focused on developing language and communication skills. Students strengthen **reading comprehension, content analysis, spoken expression, listening, and argumentation**, while fostering imagination, creative thinking, and expression.  
In upper grades, additional emphasis is placed on debate and creative writing. The programme promotes a culture of dialogue and public speaking, helping students learn to communicate thoughtfully, express opinions, listen to others, and engage in discussion—skills essential for further education and personal development.
- ★ **English Plus** places a strong emphasis on communication in English. To support deeper, more confident, and practical language acquisition, English instruction is extended to **three lessons per week**—two standard lessons plus one additional

English Plus session. The programme focuses on natural language acquisition through conversation, project work, film and multimedia content, text analysis, discussions, and practical tasks, helping students gain confidence in communication and develop functional language skills for accessing international educational resources.

- ★ **Creative Workshops** combine visual arts and practical skills through creative projects, modelling, recycling, and designing artistic work, fostering **creativity and expressive skills**.

This integrated approach naturally connects academic knowledge with the development of key competencies for learning and life.

### C. Development of Key Competencies for Learning and Life

Alongside academic knowledge, we place particular emphasis on developing competencies essential for modern education, successful learning, and personal growth:

- ★ learning and problem-solving skills
- ★ creativity and an inquiry-based approach
- ★ logical, analytical, and critical thinking
- ★ collaboration and teamwork
- ★ perseverance, responsibility, and self-regulation
- ★ initiative and entrepreneurial thinking
- ★ emotional regulation
- ★ communication skills, including clear explanation of ideas, asking questions, and argumentation

At Prizma, competency development is a long-term, systematic process embedded across all grades and curriculum areas, both core and enriched.

In addition to integrated development through daily teaching, these competencies are further supported through two dedicated programmes: Co-operative Learning and Emotional Compass.

Through **Co-operative Learning** and models such as Reading Buddies, Math Buddies, and **Project Buddies**, students develop skills in sharing knowledge, collaboration, giving and receiving support, and asking thoughtful questions. They also learn active listening, argumentation, constructive negotiation, role distribution, and teamwork, adapted to their age.

Through the **Emotional Compass programme**, we place special focus on **students' social and emotional development**. We believe academic success is closely linked to feelings of **safety, belonging, joy, and self-confidence**. We therefore actively promote positive behaviour, cooperation, and empathy, while recognising potential social challenges early. Through regular workshops, Emotional Compass supports the development of **emotional intelligence, self-confidence, and empathy**. Students learn to recognise and express

emotions, respect differences, resolve conflicts constructively, and build healthy relationships.

### 3. Oxford – An International Standard of Educational Excellence

At Prizma, we use the **Oxford International Curriculum** as an enhancement to the Croatian National Curriculum. It serves as a **reference framework for lesson structure, clarity of learning outcomes, and teaching quality**, rather than a replacement for the national programme.

**The Oxford International Curriculum**, developed by Oxford University Press for international schools, covers core learning areas (English, Mathematics, Science, and Computing), as well as Global Skills, Sustainability, and Wellbeing. It offers a clearly structured progression, high-quality learning resources, and systematic assessment, preparing students for academic success and everyday life while fostering creativity, critical thinking, and a love of learning.

The Oxford framework helps us to:

- ★ apply **advanced international educational practices**, innovative materials, and pedagogical methodologies that support deep understanding across the curriculum
- ★ use international educational resources in the **professional development of teachers**
- ★ systematically integrate **sustainability and locally connected learning** into teaching practice
- ★ remain **internationally comparable** in the quality of teaching

At Prizma, the Oxford International Curriculum is not taught as separate subjects. Instead, it is integrated into the enriched programme (Math Lab, Science Lab, Emotional Compass/Wellbeing) and applied methodologically across the entire teaching and learning process.

### 4. Developing Key Competencies in the Age of AI

*Artificial intelligence is transforming access to knowledge.  
As a result, the abilities to understand, evaluate, and act responsibly are more important than ever.*

#### Learning in the Age of Artificial Intelligence

Artificial intelligence is already changing how we learn, work, and make decisions. Information is more accessible than ever, but access alone is no longer sufficient. Increasingly important are the abilities to **understand information, think critically, and apply knowledge responsibly**.

At Prizma, we recognise that we cannot prepare children for specific professions as they exist today. Instead, we prepare them for a **world of constant change**, where technologies, tools, and work environments evolve rapidly, and lifelong learning becomes essential.

We view artificial intelligence as a **tool that can support learning**, but not replace human thinking.

*Technology is used thoughtfully, as a support to learning rather than a substitute for thinking.*

We therefore carefully ensure that technology use is purposeful and focused on developing students' internal capacities, enabling children to use technology thoughtfully, consciously, and responsibly.

### What This Means in Practice

#### ★ Distinguishing information from understanding

Students are encouraged to explain, connect ideas, and question information. An answer alone is not the goal; understanding why something is correct and under what conditions it might change is what matters.

#### ★ Developing awareness of one's own learning

Students learn to recognise what they know, what they do not know, and how to find answers. This builds independence, confidence, and resilience in changing learning environments.

#### ★ Asking meaningful questions and evaluating answers

In a world where answers are easily accessible, the ability to ask meaningful questions becomes a crucial skill. Students learn to distinguish between superficial questions and those that promote thinking, exploration, and understanding.

They learn how to:

- ask questions that require explanation, not just correct answers
- recognise when a question leads to quick solutions rather than understanding
- evaluate whether an answer is meaningful, complete, and well-founded
- consider how answers might change under different circumstances

In this way, students develop the ability to **think critically and evaluate information**—skills just as important as asking the right questions.

#### ★ Building an Ethical Compass

We place special emphasis on developing responsibility and integrity. Students learn when it is appropriate to seek help and support, and where the boundaries lie between collaboration and taking someone else's work. We foster an honest approach to learning, effort, and knowledge, emphasising that the learning process, perseverance, and mistakes are just as valuable as the final outcome.

In a world where artificial intelligence may know more than we do, the greatest advantage will be the human ability to think, understand, judge, and act responsibly. These are the skills we systematically develop in our students.

*We prepare children to use technology independently, responsibly, and with understanding—so that it serves as a tool, not a crutch.*

## Monitoring & Supporting Child's Potential

*At Prizma, we believe that every child has unique abilities, interests, and a personal pace of development, which it is important to recognise and support.*

### How We Monitor Student Development

We monitor students' development **continuously, systematically, and holistically**, with the aim of recognising their strengths, potential, and areas where additional support may be needed in a timely manner.

We follow their development through everyday teaching, projects and inquiry-based activities, classroom work, and individual work with the teacher. We pay particular attention to:

- ★ students' ways of thinking and their level of understanding
- ★ their ability to connect knowledge and apply it in new situations
- ★ interests, curiosity, and motivation for learning
- ★ study habits, independence, and perseverance
- ★ communication, social, and emotional skills
- ★ areas where a child shows stronger abilities
- ★ learning styles and emerging potential
- ★ Recognising Potential and Supporting Gifted Students

If a child shows **strong interest, faster progress, or above-average abilities** in a particular area (for example, mathematics, science, languages, technical fields, or creativity), the school recognises this **as potential worth developing intentionally and systematically**.

In such cases, the school:

- ★ involves the professional support team in monitoring and assessment
- ★ plans appropriate forms of support in cooperation with parents
- ★ provides enriched and more challenging tasks, projects, and inquiry-based work
- ★ enables mentoring or an individualised approach
- ★ develops an individualised curriculum when needed

The goal is not acceleration, but **deeper learning**, while preserving the child's motivation, balance, and wellbeing.

### **Partnership with Parents**

Parents are **active partners** in monitoring and supporting their child's development and potential. Parents are informed in a timely manner about observations, progress, and recommendations, and decisions about additional enrichment or forms of support are **made jointly**, in the best interest of the child.

### **Our Approach: A Key Difference at Prizma**

At Prizma, we do not work only with gifted students, and we do not wait to respond only when a problem appears. Our approach is **developmental, preventive, and long-term**.

Systematic monitoring, early recognition of potential, and high-quality support enable children to develop:

- ★ self-confidence and intrinsic motivation
- ★ a healthy relationship with learning and challenges
- ★ long-term academic and personal success

*At Prizma, we support every child to develop their best self, in line with their abilities, interests, and personality.*

# Teachers and the Professional Support

At Prizma, we believe that high-quality education is the result of aligned teamwork between teachers, mentors, and the professional support team, who work together to support the development of every child.

Our teachers are not only transmitters of knowledge; they are mentors and guides in learning. They encourage understanding, questioning, independent thinking, and responsibility for one's own learning, while creating a safe and supportive classroom environment.

## Student Mentor: A Holistic View of the Child

Every student at Prizma has a mentor, a person with systematic responsibility for monitoring the child's overall development.

In the lower grades, the class teacher also has the role of mentor. In the upper grades, mentoring responsibility is shared between the homeroom teacher and one subject teacher, ensuring every student receives high-quality mentoring support.

The mentor has insight into the academic, developmental, and socio-emotional aspects of the child's education and ensures consistency and coherence in the approaches of everyone involved.

In cooperation with subject teachers and the professional support team, the mentor:

- ★ follows the child's progress, interests, and needs
- ★ coordinates observations from teachers and the professional team
- ★ participates in early recognition of potential and challenges
- ★ ensures timely and appropriate support

## The Role of the Professional Support Team

Alongside teachers and mentors, the school's professional support team plays an important role by supporting both students and teachers. Its role is to monitor children's development, take part in early recognition of potential and challenges, and advise and support teachers in adapting approaches to students' needs.

The professional team works preventively and in an advisory capacity, with the aim of safeguarding the child's wellbeing, developing strengths, and providing timely support where needed. In cooperation with teachers and parents, it ensures a holistic and balanced approach to student development.

Teachers, mentors, and the professional support team at Prizma function as a connected and coordinated system, with regular sharing of observations and joint planning to ensure consistent approaches, high-quality teaching, and student safety.

Through small class sizes, motivated teachers, and teamwork, the school creates space for an individual approach, strong support, and the development of every child.

### **Upper Grades and Subject Teaching: Teaching Teams**

In upper grades, teaching at Prizma is, whenever possible, organised through project-based and cross-curricular learning. In this context, teachers, while taking full responsibility for their subject outcomes, collaborate and plan as connected teaching teams.

#### **In this way, we achieve:**

- ★ shared responsibility of the teaching team and mentor for the child's overall education, including academic achievement and the development of thinking skills, collaboration, communication, independence, and responsibility
- ★ cross-curricular connections that help students link knowledge across science, languages, mathematics, and social studies

This approach is based on contemporary international educational practices, including those developed within the Oxford International Curriculum, which emphasise teacher collaboration, connected learning, and shared responsibility for student development.

Through project work, teaching teams, in cooperation with the mentor, plan learning together, monitor student progress, and share observations about students' interests, strengths, and needs. In this way, the child's development is viewed holistically, and education is delivered in a connected, thoughtful, and child-centred manner.

*At Prizma, parents' trust begins with a caring and reliable teacher who knows the child and guides them, while the school's professional support team provides exceptionally important support to that partnership.*

# What a School Day at Prizma Looks Like

The school day at Prizma is designed to provide children with a safe and supportive framework for **learning with joy, motivation, and a sense of achievement**.

## Arrival and Morning Circle

The day begins with children arriving and having breakfast in a calm atmosphere from 7:50 to 8:15. This is followed by a **Morning Circle** from 8:15 to 8:30, a shared start to the day where we talk, agree on the plan, and set a positive tone for learning.

## Core and Enriched Curriculum Activities (8:30–15:00)

Throughout the day, core and enriched language, mathematics, science, and creative activities alternate, with clearly planned breaks for sport and free time, supporting all-day **motivation, concentration, and a joy of learning**.

### Core programme:

- ★ Croatian Language
- ★ Mathematics
- ★ English
- ★ Environmental Studies
- ★ Physical Education
- ★ Visual Arts
- ★ Music

### Enriched programme:

- ★ **Funnymatika** (MatLab Junior)
- ★ **Pokusolovci** (ScienceLab Junior)
- ★ **How Things Work** (TehnoLab Junior)
- ★ **Stories and Books** (Class Forum)
- ★ **Kreativa** (Creative Workshops)
- ★ **Reading Buddies** (Co-operative Learning)
- ★ **Wise Little Minds** (Emotional Compass)

In enriched curriculum activities focused on project-based learning, deeper understanding, practical work, and differentiation, students work in smaller groups or with two teachers, enabling a more individualised approach and stronger support for each child. This approach provides additional help where students have gaps in understanding, while also supporting students with special interests or higher abilities.

The enriched programme at Prizma **is not an additional burden**, but a different way of learning. Its purpose is to increase understanding, motivation, and the joy of learning, not to lengthen or make the school day harder.

Through project-based learning, hands-on activities, play, exploration, and collaboration, students learn **actively and with interest**, resulting in deeper understanding and long-term retention. When a child understands what they learn, **the need for repeated drilling and additional pressure is significantly reduced**.

For this reason, the enriched programme does not increase pressure; it reduces it. **Children are more motivated, more confident in their knowledge, and less exhausted, while achieving better results**. Learning is experienced as a meaningful and enjoyable process, not a list of obligations. This approach supports higher-quality learning outcomes with developmentally appropriate workload, adapted to children's age and needs.

*The entire school day is designed so that children have enough time for learning, movement, rest, and conversation, without a sense of rushing or overload.*

### **Breaks, Movement, and Outdoor Time**

Regular breaks for snacks, movement, and fresh air are an integral part of the day. Children have opportunities to **stretch, relax, and socialise**, which is essential for sustained concentration, emotional balance, and motivation for learning.

### **Learning Beyond the Classroom**

As part of Prizma's project-based approach, teaching is periodically held outside the classroom. Through **visits to museums, science centres, theatres, parks, and nature**, we connect learning content with experiential learning and engage with the local community of the City of Zagreb.

### **End of the Day: Reflection and Closing**

The school day ends with a **Closing Circle**, where we reflect on the day and calmly prepare to go home. Through short reflection, children learn to **recognise their learning, express feelings, and end the day on a positive note**.

### **After-School Care, Optional Classes, and Free Activities (15:00–17:00)**

After the compulsory part of the programme ends, children can take part in after-school care and free activities. During this time, we offer Religious Education, German, and additional sports and social activities organised by the school or external partners.

## In Conclusion

The world is changing, and with it the knowledge, skills, and expectations placed on children. That is why at Prizma we build a school that, alongside high-quality knowledge acquisition, actively teaches students **how to think, understand, and apply what they know**.

On these pages, you have become familiar with Prizma's core values, our approach to learning, how we monitor children's development, and what everyday school life looks like. Everything we do is connected in a **coherent and thoughtful system** with one goal: to enable every child to develop their potential in a safe and supportive environment and build strong foundations for the future.

We believe children thrive best when they feel seen, supported, and encouraged; when they know their effort is valued, mistakes are part of learning, and what is expected is progress, not average performance. At Prizma, we focus on every child, because we believe potential develops in the right environment, with trust and high but realistic expectations.

In the next part of the guide, through the appendices, you will find more detailed information about school life, rules, and everyday procedures. These are provided to give you clarity and confidence in the practical aspects of schooling.

We look forward to a shared journey of learning, growth, and cooperation.

*Prizma is a place that nurtures curiosity and a love of learning, where a child grows with people who understand them and believe in them.*

## ***Welcome!***

### **Next: More about**

- A. Homework
- B. Developing independent learning skills
- C. Competitions and challenges
- D. Parent involvement

## A. Homework

At Prizma, we see homework as **part of the learning process**, not as a burden. Its purpose is to develop **work habits, independence, and a sense of responsibility**, and to gradually prepare a child for independent learning.

### Homework helps children to:

- ★ consolidate what they have learned
- ★ prepare for new learning
- ★ develop the habit of regular work outside school

### What Is Homework For?

At Prizma, students actively participate in learning. We encourage them to think, ask questions, explain their solutions, and present their work.

*Homework serves as preparation for understanding and active learning in the classroom.*

In the **lower grades**, homework most often includes:

- ★ regular reading to develop fluency and comprehension
- ★ short mathematics tasks, because mathematics is not only logic but also practice
- ★ simple project tasks to develop independence
- ★ preparation for upcoming topics (exploring, gathering information, observing)

In Year 4, we place special emphasis on developing **independent learning skills** in preparation for subject teaching.

In the **higher grades**, homework increasingly includes:

- ★ independent study
- ★ inquiry-based activities
- ★ project and presentation work
- ★ thoughtful preparation for lessons

### How Parents Can Support Their Child at Home

Parents play an important role in developing work habits, with a clear boundary between support and taking over responsibility.

In the early stages, parents can:

- ★ remind the child of their responsibilities
- ★ help with time organisation
- ★ provide a calm and comfortable space for work

As the child progresses, the parental role gradually shifts from reminding to trusting, so that the child takes responsibility for their own tasks.

## Home Support: What Helps

We recommend:

- ★ providing a calm and tidy place for learning
- ★ showing interest in schoolwork and progress
- ★ talking regularly with the child about school and relationships
- ★ encouraging responsibility, independence, and a positive attitude to learning

We avoid:

- ★ writing or solving tasks instead of the child
- ★ comparing the child to others
- ★ using school and homework as punishment
- ★ ignoring signs of learning or behavioural difficulties

## Mistakes Are Part of Learning

If a child sometimes forgets or does not complete homework, it does not mean the parent has failed. It is a natural part of **learning responsibility**. Parents do not complete tasks instead of children, whether small or large projects. If it is established that an assignment is not the child's own work, it will be returned so the child can complete it independently. In this way, children learn that it is more important to learn from mistakes than to submit perfect work that is not their own. We believe allowing mistakes helps children grow into independent and responsible people.

## Our Goal

Our goal is for students to experience homework as their **own responsibility and an opportunity for progress**, not as an imposed obligation. With the support of teachers and parents, children gradually develop the ability to **plan, organise, and learn independently**—skills that are essential for success in school and beyond.

*The true purpose of homework at Prizma is to remind children and parents that children's curiosity and initiative develop outside the school environment as well.*

## B. Developing Independent Learning Skills

This section shows how we gradually teach children to become independent learners—without sudden leaps and without pressure.

At Prizma, we systematically teach children how to learn from Year 1 to Year 8. The process is gradual, developmentally appropriate, and focused on building strategies and habits that will enable students to succeed in secondary education. **All teachers** and the school's professional support team are actively involved in this process.

### Years 1–3: Foundations of Learning

In the early years, children are just beginning to understand **what it means to “learn.”** They develop initial study habits, basic learning strategies, and emotional skills needed for later academic demands.

Key objectives:

- ★ identifying key information in a text, image, explanation, or task
- ★ developing first notes and mind maps through drawings, symbols, and short prompts
- ★ learning simple tools for organising learning (mini planners, highlighting, organised notebooks)
- ★ building the habit of short, regular daily learning
- ★ developing the habit of asking questions
- ★ strengthening attention, perseverance, emotional regulation, and work discipline

### Year 4: Transition to Subject-Based Learning

Year 4 is a key transition year, as students prepare for subject-based teaching beginning in Year 5. At this stage, we introduce the **first structured notes and learning summaries**—still guided, simple, and visually clear.

Key objectives:

- ★ initial structured note-taking and learning summaries
- ★ developing learning organisation skills (short planners, dividing content across days)
- ★ learning with understanding
- ★ learning from multiple sources
- ★ self-assessment and asking questions

### Years 5–6: Systematic Learning Strategies and Advanced Notes

During these years, students gradually take greater responsibility for their own learning. Notes and learning summaries become more structured and increasingly independent.

Key objectives:

- ★ systematically encouraging subject-based note-taking
- ★ organising learning for assessments (day-by-day planning, mini strategies)
- ★ establishing revision habits
- ★ developing logical and problem-solving thinking

- ★ learning how to search for information and evaluate sources
- ★ connecting content through projects and presentations

## Years 7–8: Full Academic Independence and Preparation for Secondary School

The final years of primary school focus on students taking full responsibility for their learning. We prepare students for the secondary school model, where teachers do not teach how to learn, but expect independence and organisation.

Key objectives:

- ★ developing fully independent learning without the need for guidance
- ★ understanding different learning methods suited to different learner profiles
- ★ independent notes and structured summaries for all subjects
- ★ planning weekly and monthly learning (deadlines, tests, projects)
- ★ preparation for entrance examinations
- ★ learning model: understanding → analysis → reasoning → practice → application
- ★ managing stress, focus, and concentration techniques

## C. Competitions and Challenges

Students are gradually introduced to various **competitive activities**—from class-level challenges, through school competitions, to county and national levels. Our goal is for competitions to become a **natural, motivating, and positive part of school life**, without pressure or fear, with a clear message that learning, effort, and progress are more important than results alone.

Our approach is individualised: we respect each student's interests, motivation, and pace, provide appropriate preparation support, and teach students how to approach both success and setbacks with **confidence, motivation, and good sportsmanship**. Through preparation and participation in competitions, students develop **perseverance, focus, strategic thinking, and self-confidence** in a safe environment.

In addition to regular participation in **Math League, Klokan**, and other mathematical challenges, students are also encouraged to participate in competitions in other areas, according to their interests.

## D. Parent Involvement

At Prizma, we believe that high-quality education is built through a **partnership between the school and parents**. Parent involvement fosters trust, open communication, and a positive school climate, all with the wellbeing of each child and the entire school community in mind.

### Parents as Partners in Education

Parents are important collaborators in their children's education. Through regular communication and cooperation with teachers and the professional support team, we jointly monitor the child's development, achievements, and challenges.

Parents participate in school life through:

- ★ communication with class teachers and subject teachers
- ★ parent meetings and individual consultations
- ★ support for school projects, performances, and initiatives
- ★ participation in the Parent Council
- ★ volunteering in school activities

Parent involvement is always voluntary and aligned with each family's availability.

### Communication Between Parents and School

Open and clear communication is the foundation of successful cooperation. At Prizma, we place particular value on individual communication with parents, as it enables closer monitoring of the child's progress and timely support.

As a general rule:

- ★ parents contact the **class teacher** regarding daily school life, class matters, and projects
- ★ subject-related discussions are arranged in cooperation with the class teacher and **subject teacher**
- ★ parents may contact the school's **professional support services** if additional support is needed
- ★ for matters related to school organisation, contracts, and finances, parents contact the **Head of School**

Communication takes place via the school's official email channels and during pre-arranged consultation meetings. Detailed communication procedures and meeting records are regulated by a separate school policy.

### Volunteering and Participation in School Life

Parents who wish to do so have the opportunity to **actively participate in school life** through volunteering and supporting various activities.

Examples of involvement:

- ★ accompanying and assisting on school trips
- ★ participating in projects and workshops
- ★ helping in the school library
- ★ supporting the organisation of school events and celebrations
- ★ sharing personal knowledge and experience through thematic workshops

All activities are arranged in advance in cooperation with teachers, respecting school organisation and student safety.

## **Parent Council**

The Parent Council is an advisory body that connects parents, teachers, and school leadership. Its role is to encourage cooperation, exchange ideas, and foster constructive dialogue about the school's development.

The Parent Council:

- ★ consists of parent representatives from each class
- ★ is elected at parent meetings at the beginning of the school year
- ★ elects a chair and deputy from among its members
- ★ meets several times a year, as needed

The work of the Parent Council focuses on:

- ★ improving cooperation between the school and parents
- ★ supporting school activities and events
- ★ sharing proposals and initiatives in the best interests of children

## **Our Shared Goal**

The goal of cooperation between parents and the school is not supervision, but joint support for the child's development.

*Children thrive best when schools and parents work as a team, in an atmosphere of trust, openness, and mutual respect.*

**Such an environment enables children to learn and grow in a safe, curious, and confident way.**