

School: St. Kilian's Deutsche Schule Dublin

BLI report from: 15.01.2024

Regional representative: Herr Dornheim

School development after the BLI

Action plan 2024-2027

1. Core target: Further develop the German language concept from Kindergarten to Leaving Certificate

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Decision on the continuation of the German "gymnasialen Bildungsgangs" in senior cycle	Review and evaluation of Options (DIA; expand bilingual Leaving Cert.)	There is an analysis of the option including the operational and financial implications.	Information research and analysis by school management team, experienced German teachers, and board of management. <i>(Board of management and School principals and Sek I -coordinator)</i>	School year 2024/2025
	Carry out a market analysis	There is an informative analysis	Conduct survey among parents, students, the embassy, and the German community in Dublin. <i>(Board of management and School principals and Sek I -coordinator)</i>	School year 2024/2025

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
	Decision and, if applicable, timetable for the implementation of the selected option	Approval of the decision by the board of management There may be a schedule.	Provide information to the board and bring about a decision. Submission to the ZfA <i>(Board of management and School principals and Sek I -coordinator)</i>	School year 2025/2026
Further implementation of structured language support in Kindergarten	Updating the curriculum with word lists and introducing language-sensitive teaching methods.	Use of the curriculum and methods in the classroom. Students' extended knowledge (vocabulary, methods, etc.)	Training for teachers and organisation or facilitation of meetings. The transition between Kindergarten and Primary School is secured in terms of content (accompanying the learning process). Reflection and evaluation of the effectiveness of the measures. <i>(Kindergarten and Primary School Management)</i>	School year 2024/2205 (Work on the language concept has already begun in the 2023/2024 school year)
	Introduction of the Zebra preliminary course.	The students' level of knowledge can be tracked. (accompany the learning process).	The transition between Kindergarten and Primary School is secured in terms of content. Reflection and evaluation of the effectiveness of measures. <i>(Kindergarten and Primary School Management)</i>	School year 2024/2025
	Introduction of phonological awareness tests (preschool) and support (Würzburg training programme)	Test procedure as an indicator of DM/DF classification regarding first class. By assessing the current situation, targeted support and challenge measures can be implemented.	Provision of test materials, financing, and organisation of teacher hours for testing. Reflection and evaluation of the effectiveness of the measures. <i>(Kindergarten and Primary School Management)</i>	School year 2024/2025

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Evaluation and updating of the <i>Sprachkonzept</i> (Kindergarten to Leaving Certificate)	Revision of the <i>Sprachkonzept</i> .	Updated <i>Sprachkonzept</i>	Organising or facilitating meetings. (<i>DaF and DFU coordinators, PQM</i>)	School year 2024/2025 (Revision hat bereits im Schuljahr 2023/2024 begonnen)
	Implementation of the <i>Sprachkonzept</i>	Realisation of the <i>Sprachkonzepts</i>	Organising or facilitating meetings to develop and implement the <i>Sprachkonzept</i> . (<i>DaF and DFU coordinators, PQM</i>)	2024/2025 -2025/2026
Shaping transitions	Supporting the transition: Preschool- 1. class: Evaluation, adaptation and reflection of DF textbooks in class 1-2	Students are able to apply and extend the basic vocabulary they have learnt in Kindergarten. The transitions are successful and seamless. (Evaluation by teachers)	Students use coordinated materials (e.g. Zebra Lehrwerk) and methods. (<i>Kindergarten Coordinator and German Departments</i>)	2024/2025 – 2025/2026
	Supporting the transition: Primary-Secondary: Evaluate and adapt DF textbooks in class 3-7. Formulate differentiated criteria and goals that support the transition for students (4th/5th class and 6th/7th class)	Students are able to apply and extend the basic vocabulary and grammar they have learnt in Primary School. The transitions are successful and seamless (Evaluation by teachers).	Financing and organising teacher training, organising, or facilitating meetings on the transition between Kindergarten, Primary School, and Secondary School. (<i>School management, board of management</i>)	School year 2024/2025 (<i>Evaluation and adaptation have already started in the school year 2023/2024</i>)

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
A unified approach to language sensitive teaching	Further development of the "DFU part" of the <i>Sprachkonzept</i>	There is a coherent approach to language-sensitive teaching that is reflected in teaching methods and classroom design from Kindergarten to Secondary School.	Students use coordinated materials and methods. Reflection and evaluation of the effectiveness of the measures. The <i>Quality Circle "Language Sensitive Teaching"</i> continues the development of appropriate methods.	2024/2025-2025/2026
	Full integration of language-sensitive materials and methods into workplans and implementation in lessons	Language sensitive materials and methods are included in the work plans. Peer visits or <i>Bilanzbesuch</i> to confirm implementation in the classroom	<i>DFU coordinator</i> supports new teachers. (Introductory course at the beginning of the school year) Departments develop and collect language sensitive materials.	2024/2025-2025/2026
	Cooperation between the school types	There are joint conferences and working groups.	Organising or facilitating meetings between DFU departments (<i>DFU departments and School management</i>)	School year 2024/2025

2. Core target: Implementing differentiation in all classes.

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Implementation of the same differentiation strategy in all lessons	Introducing challenge by choice in every lesson or homework	Student survey	Input from SSE at the first staff meeting in 2024/2025 Planning meeting of the subject departments for the start of the school year 2024/2025 with focus on differentiation. Carry out peer visits with focus on differentiation. <i>(Subject departments)</i>	2024/2025 – 2025/2026
	Implement STTEP (Space, Time, Task, Equipment, People) Programme for practical subjects	Student survey	Input from SSE at the first staff meeting in 2024/2025 Planning meeting of the subject departments (music, sport, science and art) for the start of the school year 2024/2025 with focus on differentiation. <i>(Subject departments: Music, Sport, Science and Art)</i>	2024/2025 – 2025/2026
Support teachers with new teaching/learning methodologies in differentiation	Creation of differentiation materials in the departments	Teacher survey	Training and school internal training days, use of expertise within the school <i>(PQM/SSE)</i> Departments collect differentiation material	2024/2025 – 2026/2027
Teachers will give students differentiated feedback	Students receive regular feedback on their learning status and performance development.	Evaluation and feedback through peer visits	Provide training for teachers in the area of differentiated feedback. Agree within the staff on the type and frequency of individual feedback. (e.g. give oral feedback to 5 students per week) <i>(PQM/SSE)</i>	School year 2025/2026

3. Core target: Developing an Irish-German Kindergarten/Primary programme.

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Kindergarten development and integration	Running bilingual projects	Feedback from teachers	Connection of Kindergarten and 1. class through bilingual projects with transition to 1. class. <i>(Kindergarten coordination)</i>	School year 2025/2026
	Create training opportunities for Kindergarten staff	Acquired knowledge is implemented	Offering, attending, and supporting training opportunities; peer visits <i>(Kindergarten coordinator, Kindergarten staff, Kindergarten/Primary School principal)</i>	School year 2026/2027
Implementation/Development of subject plans including updating of relevant teaching and learning policies	Implementation of the new subject plan in: Art (5, 6), Geography (5, 6), Ethics (5, 6), Mathematics (J1 - 2), KG curriculum	Evaluations and surveys of teachers and parents show positive results - (satisfaction survey)	Teachers plan and structure together in regular meetings (Croke Park lessons). <i>(Departments, Primary School principal and Sek I-coordinator)</i>	School year 2024/2025
	Mathematics (3 – 6,) Art (1-4), EVS (1 – 4), Sachk. (1 – 4)			School year 2025/2026
	Ethics (1 – 4)			School year 2026/2027
	Development/review of subject plan: (Ensuring a coherent approach): Mathematics (3 - 6), Art (1 - 4), EVS (1 - 4), Sachk. (1 - 4)	Evaluations and surveys of teachers and parents show positive results - (satisfaction survey)	School year 2024/2025	

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
	Ethics (1 - 4), English (KG - 6) Developing of new "Teaching & Learning Policy" to replace other policies. Implementing of new "Teaching & Learning Policy"			School year 2025/2026 School year 2024/2025 School year 2025/2026
New marketing approach (emphasising the positive beneficial /aspects of the hybrid system)	Market Kindergarten more effectively	Registration figures	Publication of a brochure for the Primary/KG programme based on the teaching and learning policy. Publication of a promotional video (including Kindergarten) Revise the concept of the open day. Provide an overview of German learning from Kindergarten to Leaving Certification <i>(Primary principal, School principal, Marketing coordinator)</i>	School year 2025/2026
	Review marketing policy and comparison with German schools abroad and private schools in Dublin.	Marketing policy	Carry out research, contact other international schools or private schools in the area. <i>(Primary principal, School principal, Marketing coordinator)</i>	School year 2026/2027

4. Core target: Developing an independent learning culture from Kindergarten to Leaving Certificate

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Development of a curriculum for skills-based learning for students.	Review and update the <i>Methodenhaus</i> (method house) in Primary School	Updated <i>Methodenhaus</i> with Kindergarten/Vorschule-6th class	Quality circle meetings, input from all teachers, <i>quality circle</i> introduces updates	2024/2025 (Revision started already in school year 2023/2024)
	Implementation of the <i>Methodenhaus</i> in Primary School and development of an advanced "skills-based learning policy" (<i>Methodenkonzept</i>) in Secondary School	All classes and students use the <i>Methodenhaus</i> in Primary School. In the Secondary School there is a Methodology policy	Quality Circle introduces new <i>Methodenhaus</i> in KG/VS, Primary and Secondary School, Secondary school is working on a continuous methodology policy in its own <i>quality circle</i> .	2024/2025- 2025/2026
	Implementation of the skills-based learning policy (<i>Methodenkonzept</i>) in Secondary School as a consecutive policy	The whole school uses a continuous methodological approach.	Quality Circle Secondary School introduces and implements policy (<i>PQM</i>)	2025/2026 – 2025/2026
Teaching methods support individualised learning	Apply teaching strategies that promote self-reflective and independent learning	Teaching is more student-centred. (feedback from peer visits and <i>Bilanzbesuch</i>)	Internal training of teachers by colleagues Exchange between staff and input from newly qualified teachers Collection of methods in the SSE team: (e.g. think pair share, exit ticket, group work, partner work, project work, group puzzle, flipped classroom, scaffolding, buddy system, creating quizzes)	School year 2024/2025 School year 2025/2026

5. Core Target: Providing a contemporary learning environment.

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Creating a safe and modern campus which meets our capacity needs in the long-term	Develop a long-term building strategy	Publication of a Masterplan	Building Committee to update the long-term Masterplan reflecting the input from teachers, parents and other stakeholders. Develop the Masterplan within the room schedule approved by the ZfA. Board to set up committees to support the fundraising initiative required to achieve the plan which should include the Parent Association.	Autumn 2024
	Provide a safe car free campus which enables future building works	New entrance with public traffic only in the front of the school	Building Committee to complete the RZBau funding application to support the Masterplan. Finance Committee and Fundraising Committee to provide support in securing the funds required to complete the new entrance / car free campus. Building Committee to oversee works to complete on time and within budget or engage professional services to do so.	Summer 2025 / 2026
	Build a modern Media, Art & Music complex (Note requires New Entrance)	Extension of Shamrock Hall	Building Committee, together with the Principal and Board, to negotiate with German Authority funding for the Shamrock Hall extension. Finance and Fundraising Committee to support as with New Entrance / car free campus.	Summer 2026 / 2027
	Assess further capacity improvements in existing building (Note requires Shamrock Hall extension)	Renovation plans in place for the space which has been freed up by Shamrock Hall extension	Building Committee to engage with principals and teachers on most appropriate use of freed up space in the existing building. Building Committee, with the approval of the board, to develop a plan on how to execute it.	Summer 2027

Goal	Sub-goal	Indicators of achievement	Measures for goal achievement and responsibilities	timeline
Implementation of the digital learning framework in Secondary School	Continues evaluation of the device providers (Wriggle and Olive)	Surveys (teachers, students, and parents)	Further collaboration with Wriggle and Olive (<i>digitisation team</i>).	School year 2024/2025
	Implementation of a digital school curriculum for 7 th class.	Digital school curriculum for 7 th class exists	<i>The digitisation team</i> is working with computer teachers to develop a digital curriculum for 7 th class. In Sek I, the content is split between the different subjects (because Sek I students don't have computer classes)	School year 2024/2025
	Continues Teachers Training in different areas (Microsoft innovative educators, dealing with AI)	Implementation in the classroom (student survey, peer visits)	Installation and training for the classroom management app (Senso) Use of Microsoft Innovative Educator Introduction of an "observation week" in which teachers demonstrate the use of individual digital tools. (<i>digitisation team</i>)	August/September 2024/2025 School year 2024/2025 2025/2026
Updating the digital learning plan in Primary School	Revision and Implementation of the digital learning plan	Realisation of the new digital learning plan	Development of the new digital learning plan (<i>Primary School principal and IT coordinator of Primary School</i>)	School year 2024/2025

Ort, Datum:

Unterschrift Schulleiter:

Unterschrift Regionalbeauftragte/r:
