

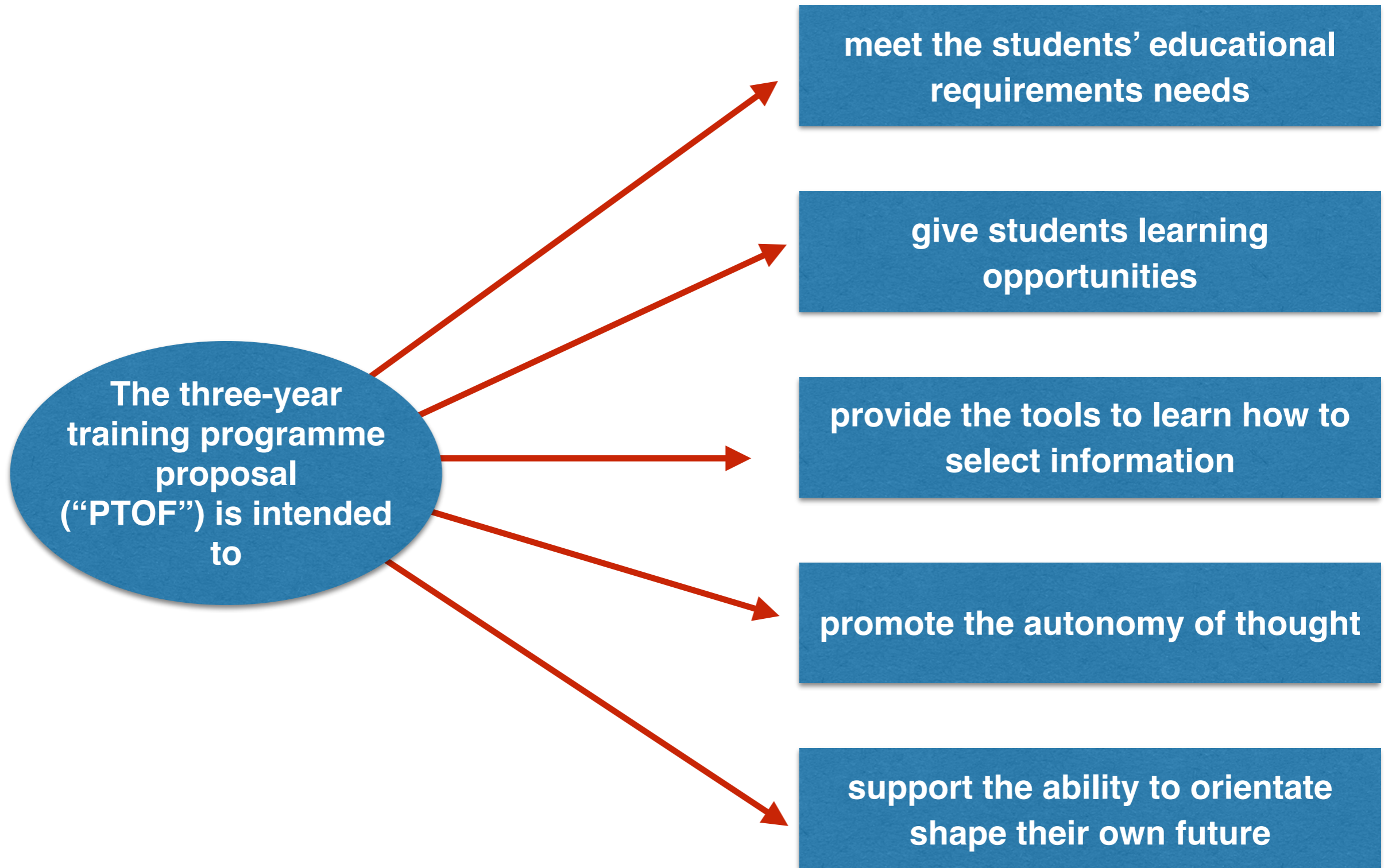
**Cervignano del Friuli Comprehensive Institute**

**PTOF**

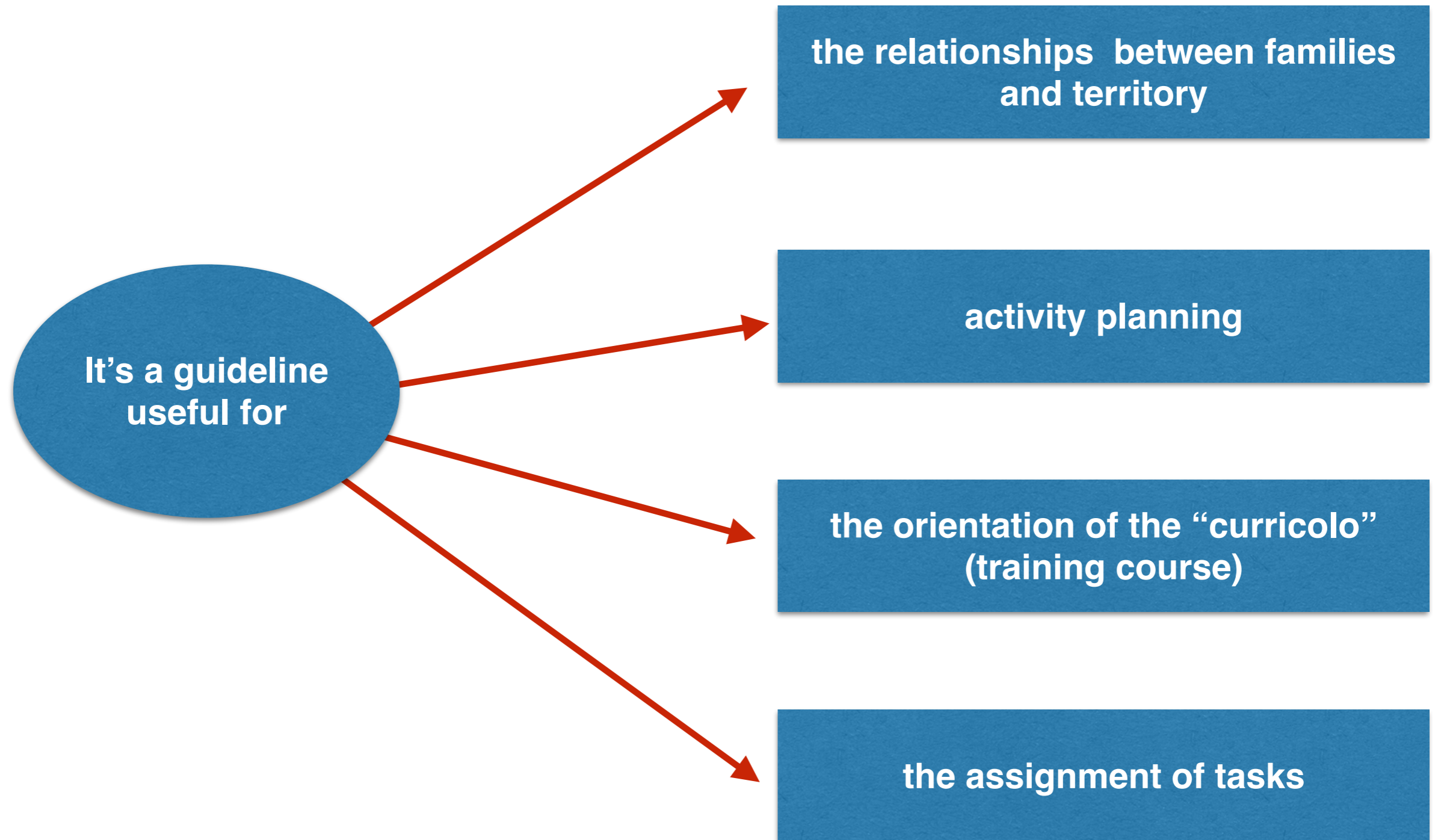
**The Three-year Educational Programme Proposal  
2022-25**



**The world only exists because of the breath of schoolchildren  
(Babylonian Talmud)**



The “PTOF” is valid for three years but it is annually verified and, if necessary, updated.



# RESOURCES

**University of the Third Age**  
(educational institution providing education  
for the elderly and retired persons)

**Banks (Fondazione Friuli - a  
bank foundation - and Crédit  
Agricole bank)**

**Parish and sports,  
recreational and cultural  
associations**

**Municipality and  
Law Enforcement  
authorities**

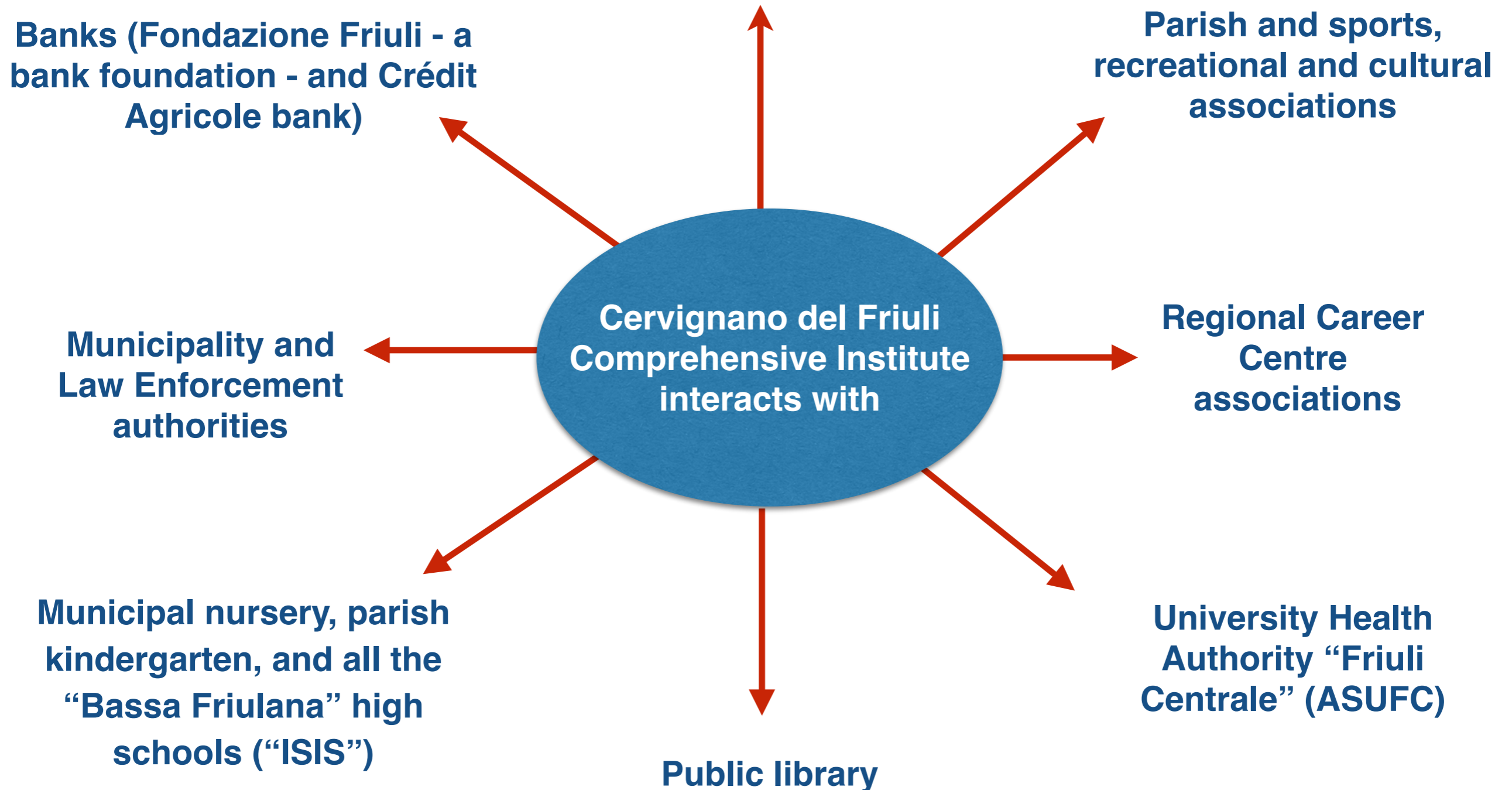
**Cervignano del Friuli  
Comprehensive Institute  
interacts with**

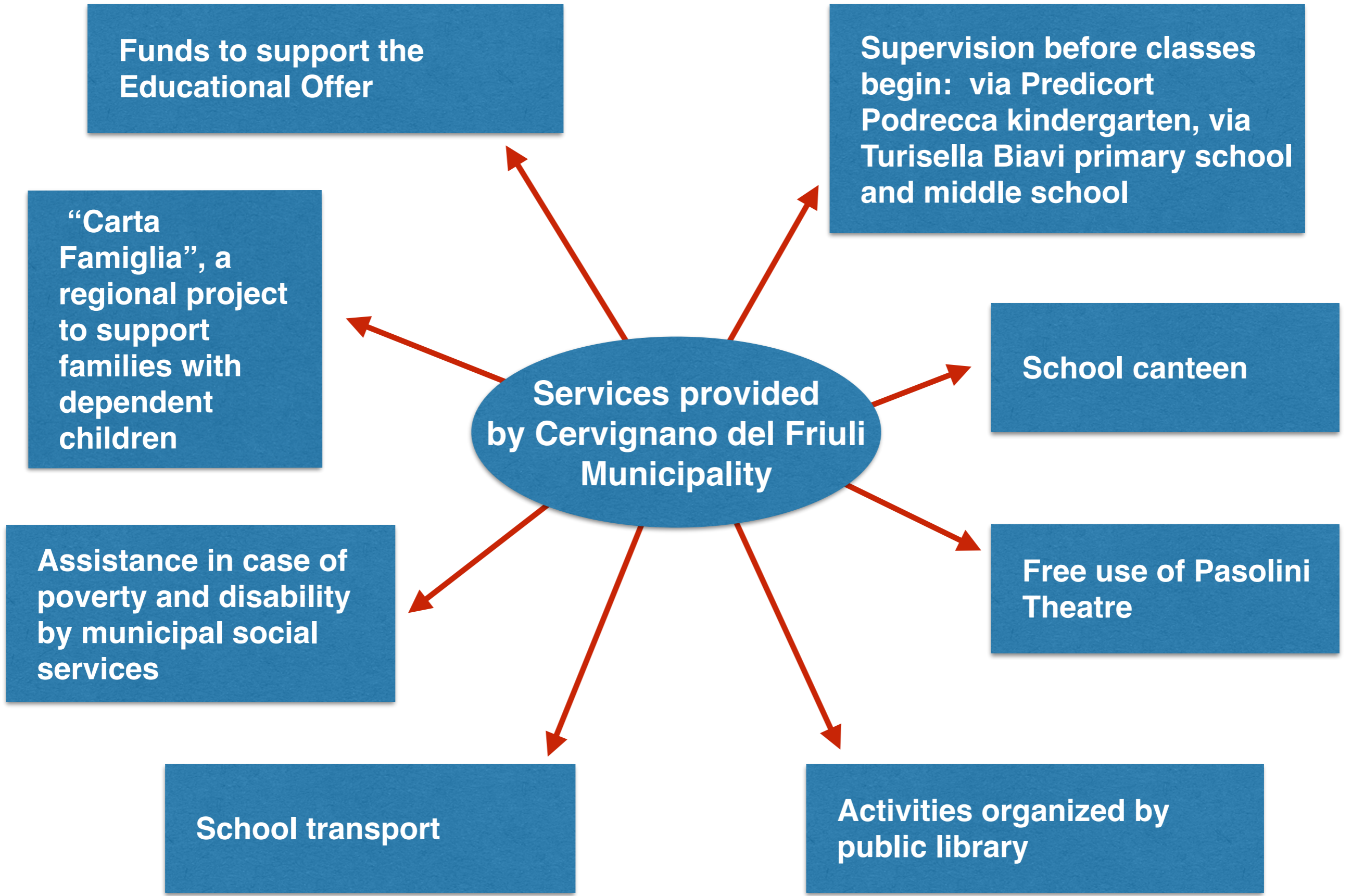
**Regional Career  
Centre  
associations**

**Municipal nursery, parish  
kindergarten, and all the  
“Bassa Friulana” high  
schools (“ISIS”)**

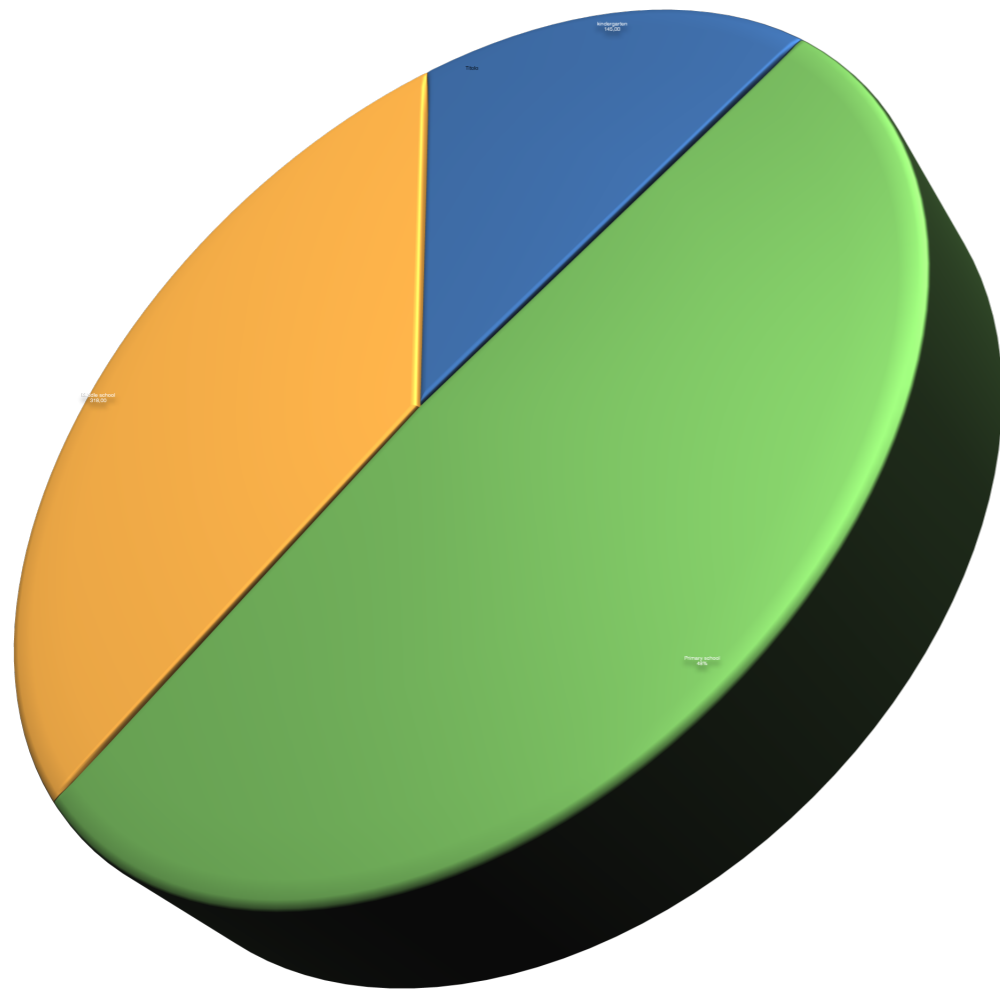
**University Health  
Authority “Friuli  
Centrale” (ASUFC)**

**Public library**





**The Comprehensive Institute in Cervignano del Friuli comes - on September 1st, 2012 - as an aggregation of the middle school “G. Randaccio” and the former Circolo Didattico “A. Bergamas”.**  
**Now it includes: four kindergartens, four primary schools and the middle school.**



**Distributions of pupils referred to the different levels of school**

- kindergarten
- Primary school
- Middle school

**C. Lorenzini, known as Collodi**  
1, via della Turisella  
2 forms

**C. D'Agostina**  
32, via delle Scuole  
Strassoldo  
1 form

**R. Pitteri.**  
1, via Firenze  
7 forms - normal time  
education (28h)  
5 classes forms – school full  
time (40 h)

**A. Molaro**  
1 via Cajù  
4 forms - normal time  
education (28h)



**V. Podrecca**  
17, via Predicort  
2 forms

**G. Rodari**  
1, via Ramazzotti  
2 forms

**V.Gioberti**  
30, via delle Scuole -  
Strassoldo  
5 classes - “ long time”  
education (33h)

**A.Biavi**  
via della Turisella  
5 forms - normal time  
education (28h)



**Middle school**  
**G. Randaccio**  
37, via Udine street  
16 classes forms - short week  
Mon-Fri

**Kindergarten “GIANNI RODARI”**  
Cervignano, via Ramazzotti, 1



**Kindergarten “CARLO LORENZINI  
detto COLLODI”** Cervignano, via della Turisella



**Kindergarten “VITTORIO PODRECCA”**  
Cervignano, via Predicort n. 17



**Kindergarten “CLAUDIO D’AGOSTINA”**  
Strassoldo – via delle Scuole, 32





## Primary School "R.PITTERI"

Cervignano, via Firenze, 1



## Primary School "ABATE BIAVI"

Cervignano, via della Turisella, 1



## Primary School "A. MOLARO"

Cervignano, via Caiù



## Primary School "V. Gioberti"

Strassoldo, via delle scuole 30



## **Middle School “GIOVANNI RANDACCIO”**

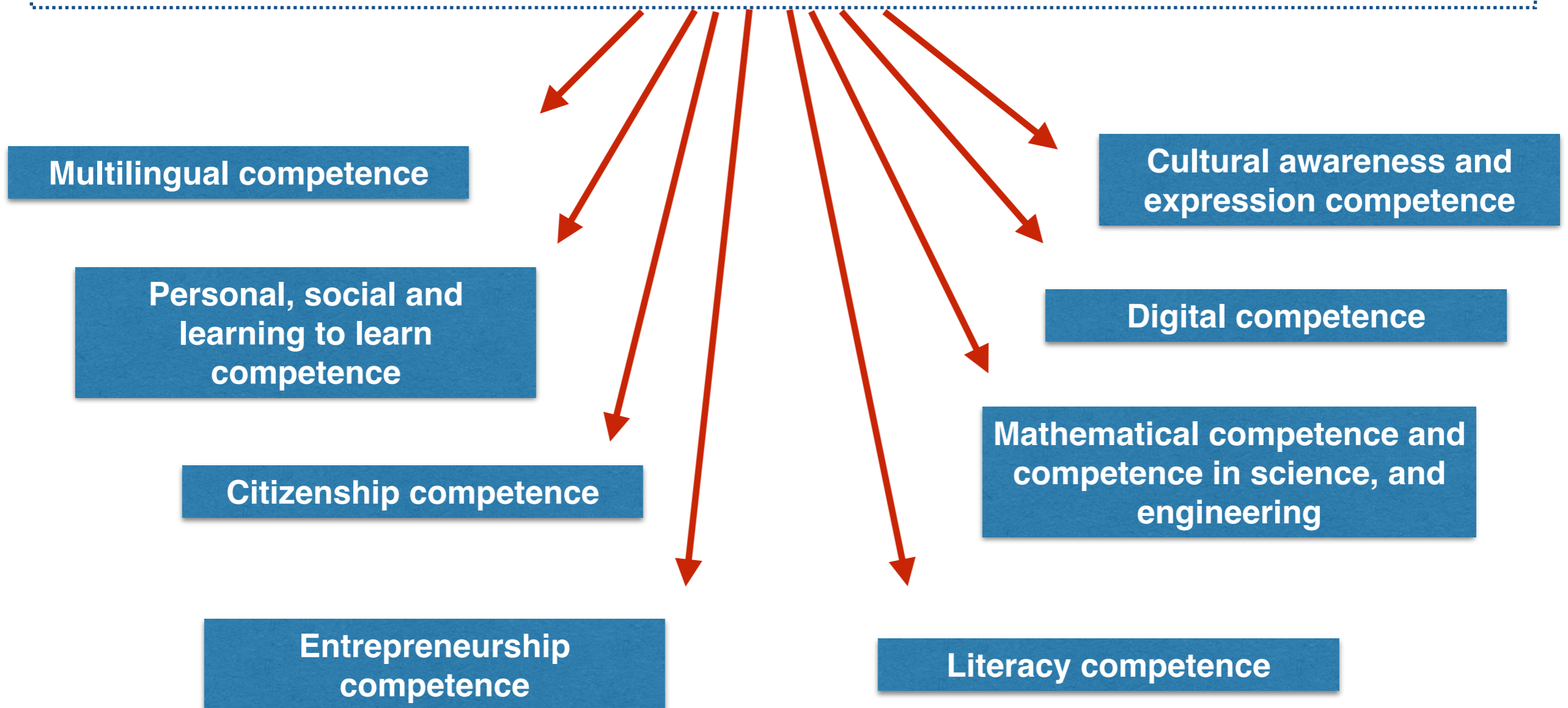
registered office of the Comprehensive Institute of Cervignano del Friuli, school and  
Headmaster’s office  
Cervignano del Friuli - 37, via Udine



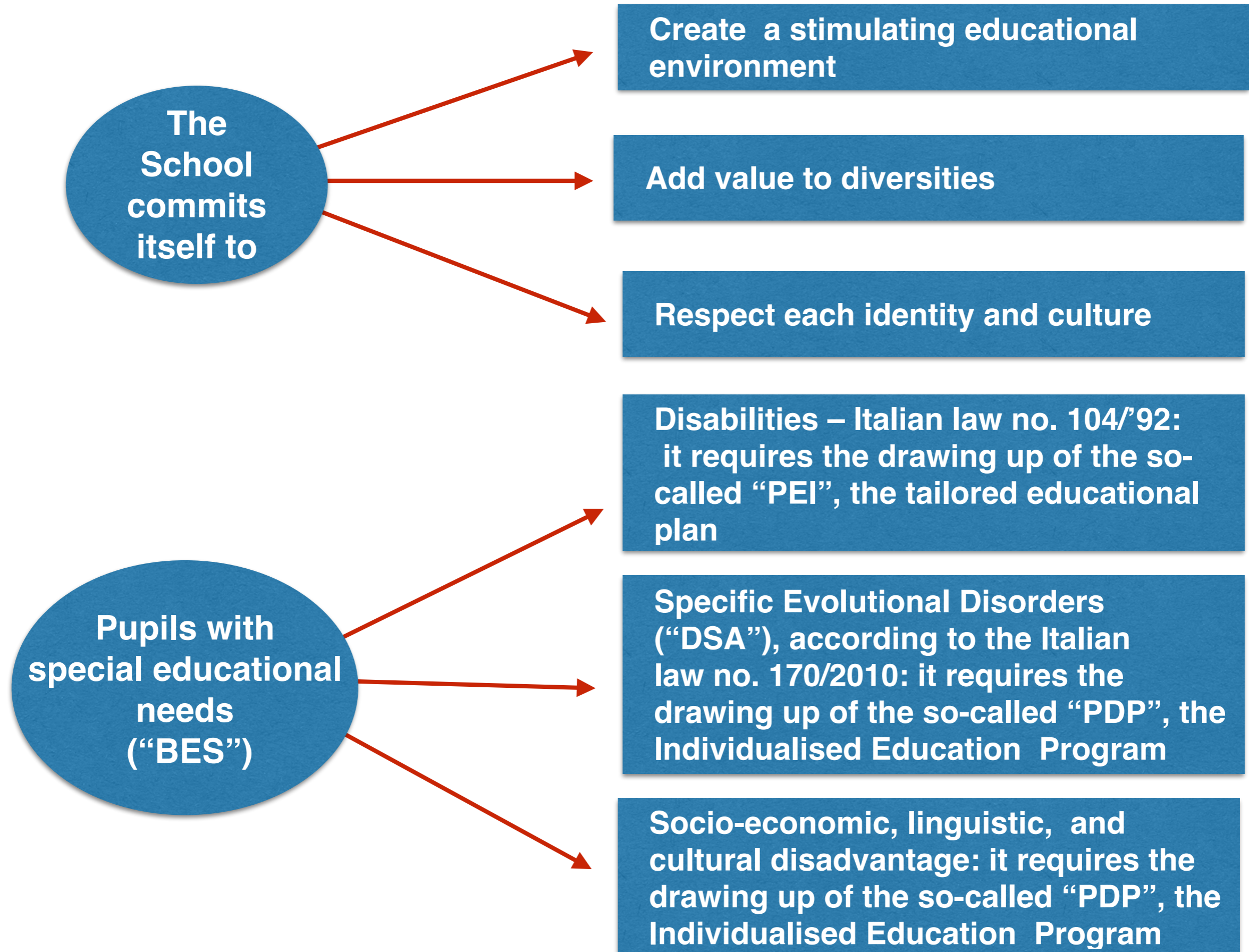
# The Educational programme proposal

## Goals of the learning and training path

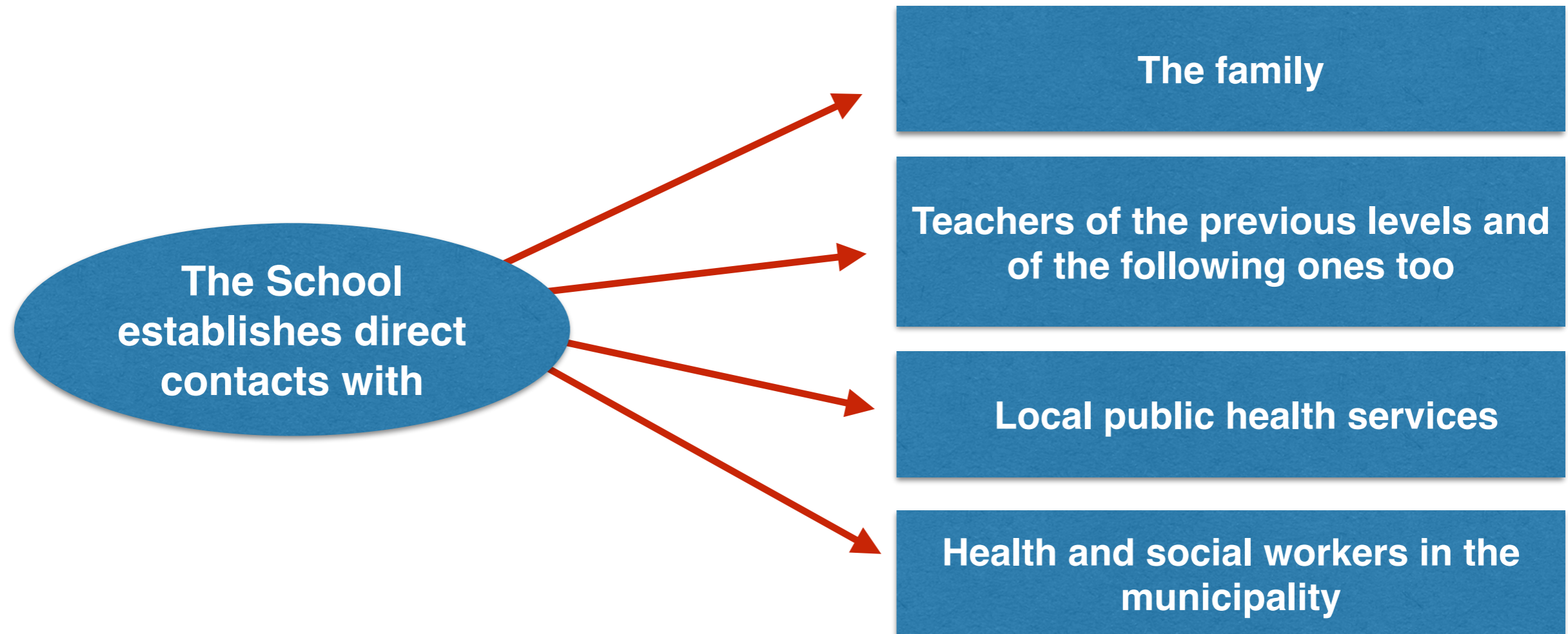
The School promotes a comprehensive education for male and female pupils. One finds the School's aims in the so-called "eight key competences for lifelong learning", defined by the European Parliament.



## School inclusion and differentiated instruction

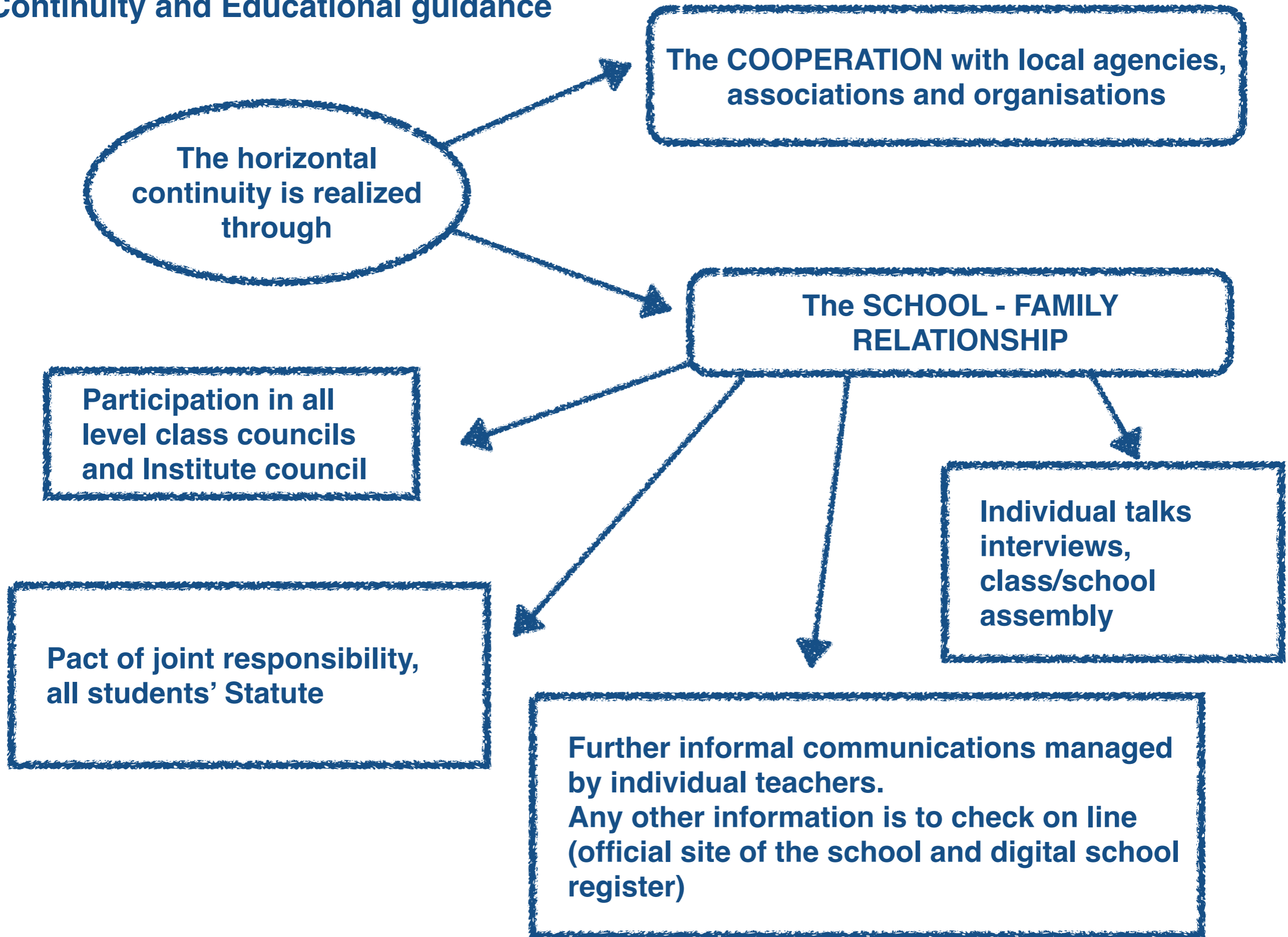


## For “BES” pupils



**The assessment of “BES” pupils’ enhances the individual characteristics of each student, in accordance with the student’s own educational plan.**

## Continuity and Educational guidance



**The VERTICAL CONTINUITY**  
to facilitate the transition from a level to another one

through

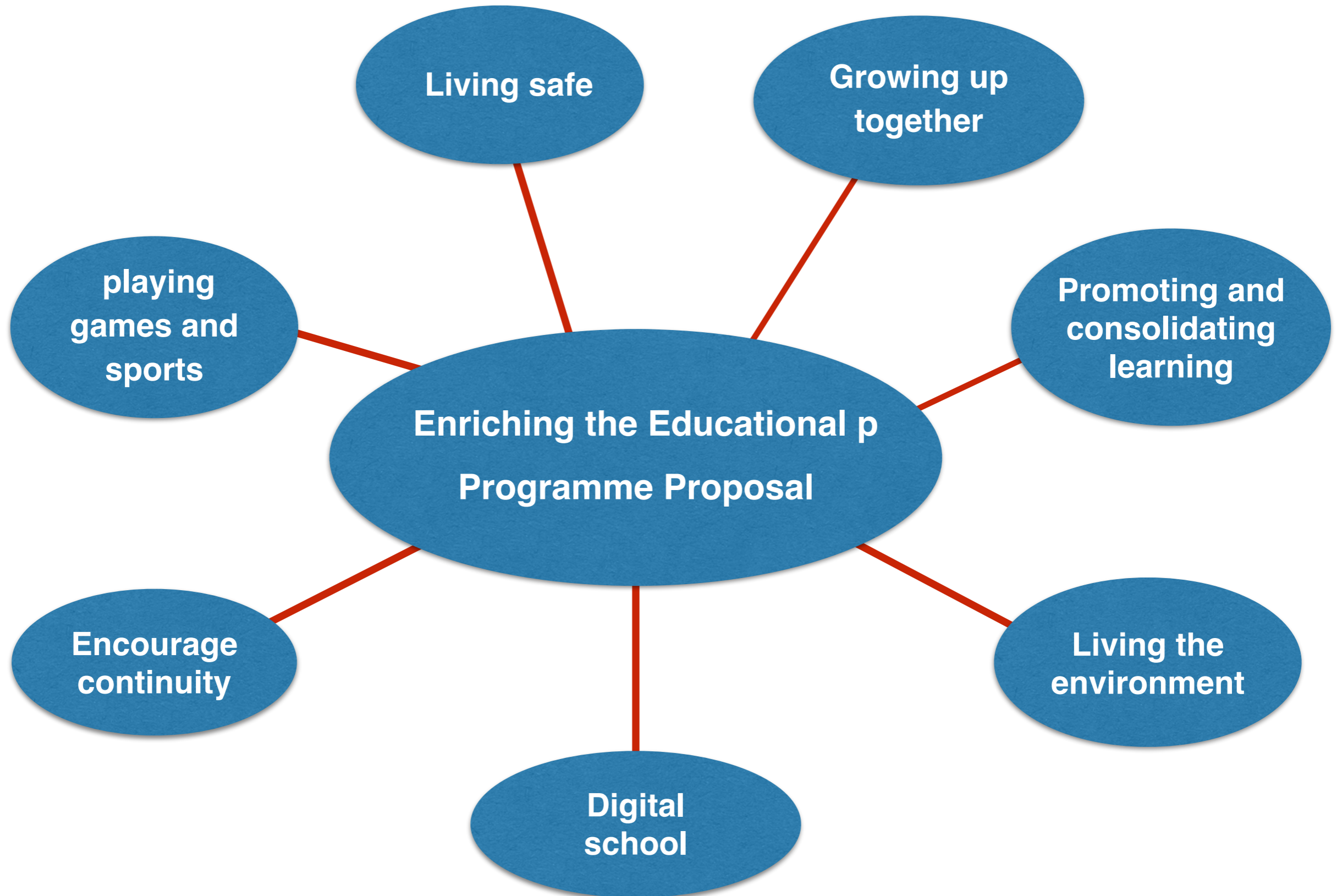
**Shared activities: meetings between children from nursery and kindergarten, and between kindergarten and primary school pupils too**

**Workshops activities (i.e. doing theatre, reading, arts, French language, physical education) for Primary school and Middle school pupils to enjoy together**

**Drawing up a global profile for each pupil finishing the kindergarten**

**Sharing information: meetings between teachers of the different levels**

## Enriching the Educational Offer





**THE EVALUATION OF LEARNING:** examines learning results of pupils in their entirety; it has a training and an educational purpose, and it guides didactic actions.

**The EVALUATIONS of CATHOLIC RELIGION EDUCATION AND ALTERNATIVE ACTIVITIES TO THE CATHOLIC RELIGION EDUCATION** is a concise statement about the commitment shown by the pupil, provided on a separate note.

**THE “INVALSI” EVALUATION** tests the learning progress of the pupils in Italian language, Mathematics (the second and fifth forms of the Primary school), and English language (the fifth form).  
In the Middle school, “INVALSI” tests Italian language, Mathematics and English language in the third form. These tests are usually scheduled in April and are a prerequisite for the for examination at the end of the first cycle of studies.

**THE EVALUATION AND CERTIFICATION OF COMPETENCES:** describes both the level of the key competences for lifelong learning, and the citizenship skills gradually achieved by pupils. This certification is provided at the end of the primary school, and also after finishing of the first cycle of studies.

**THE EVALUATION OF BEHAVIOUR** refers to the development of the social and civic competences, which allows the personal growth, the active citizenship, the social inclusion and, finally, entering the world of work.



**EVALUATION**

## EVALUATION

The evaluation in the KINDERGARTEN aims to identify the level achieved by each pupil, and his/her needs. At the end of the year, teachers draw up a global profile of the pupil, taking into account the following aspect: school attendance, family-school relationship, approach to the activities, the ability to listen and pay attention, language skills, autonomy (personal and as a student), relationship with schoolmates and adults, possible issues - if any.

The evaluation in PRIMARY SCHOOL , in learning levels, and in MIDDLE SCHOOL in tenths and it comes with a description of the learning process, and of the level achieved in terms of cultural, personal and social progress. In particular, the following indicators are taken into consideration:

- school attendance
- self motivation - interest - commitment
- participation - relationships - compliance with the rules
- working autonomy and level of liability

Pupils who are not admitted to the assigning of the end of year grades might fail.

This might be caused by the exceeding the permissible absences limit as well as, regarding the third form, by the lack of participation in “INVALSI” national tests.

## **USEFUL INFORMATION**

**HEADMISTRESS: Barbara Tomba**

**DIRECTOR OF GENERAL AND ADMINISTRATIVE SERVICES: Emanuele Pinto**

**HEADMISTRESS STAFF:**

**PRIMARY SCHOOL: Carla Rosa Cartura**

**MIDDLE SCHOOL: Giusi Capuano**

## **ADMINISTRATIVE SERVICES**

**The Offices of the Administrative Services are open to the public from Monday to Friday, 11.30 am to 13.30 pm, and on Monday and Wednesday afternoons, 3.00 pm to 4.30 pm.**

# REGISTRATION

## Selection criteria

**Selection criteria  
kindergarten and primary  
school**

**To be resident in Cervignano del Friuli.**

**Accordance with the road catalogue**

**Brothers/sisters already attending the same school/Institute**

**Priority to children whose parental responsibility is vested in a single parent**

**Priority to children having relatives living in the same school district if both parents work.**

**Selection criteria - Granting of the application for via Firenze and Strassoldo primary schools Entry in street and in Strassoldo (full time - 40h - and long time -**

**To be resident in Cervignano del Friuli**

**brothers/sisters already attending the same school/Institute**

**Priority to children whose parents both work**

**Priority to children whose parental responsibility is vested in a single parent**

**Priority to children having one parent out of the two working outside the municipality area**

**Priority to children having both parents working in the municipality**

**Priority to foreign children recently welcome**

**Selection criteria - middle school**

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graph LR; A[Selection criteria - middle school] --> B[To be resident in Cervignano del Friuli]; A --> C[Brothers/sisters already attending the same school/Institute]; A --> D[Students coming from primary schools belonging to the Comprehensive Institute.]; A --> E[Be resident/domiciliated in the catchment area];
```

**To be resident in Cervignano del Friuli**

**Brothers/sisters already attending the same school/Institute**

**Students coming from primary schools belonging to the Comprehensive Institute.**

**Be resident/domiciliated in the catchment area**

## The forming of the classes is a task assigned to a committee chaired by the headmaster

### The forming of the classes

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graph LR; A[The forming of the classes] --> B[Classes should be balanced in terms of numbers, percentage of males/females and foreign pupils.]; A --> C[Taking into account profit and behaviour, classes must be heterogeneous]; A --> D[The number of pupils must be compliant with the current regulations with regard to the seating capacity of each single classroom.]; A --> E[Pupils remaining more than one school term in the same form are not usually moved to another section.]; A --> F[Pupils with a disability certificate are aptly divided into the classes];
```

Classes should be balanced in terms of numbers, percentage of males/females and foreign pupils.

Taking into account profit and behaviour, classes must be heterogeneous

The number of pupils must be compliant with the current regulations with regard to the seating capacity of each single classroom.

Pupils remaining more than one school term in the same form are not usually moved to another section.

Pupils with a disability certificate are aptly divided into the classes

**To create a positive and welcoming atmosphere**

**To define shared procedures**

**To facilitate relationships and communication with the immigrant family**

**To improve language skills**

**To promote intercultural didactic approaches**

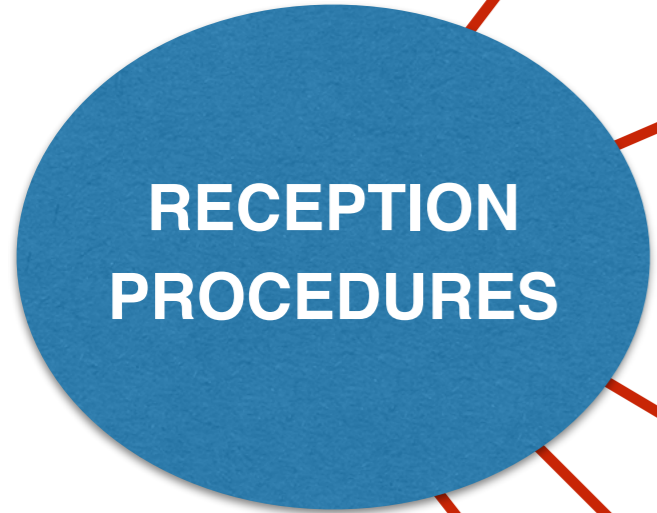
**To reduce school failure**

**To promote collaboration between schools and, also, between the school and the territory on reception and intercultural education**

**Aims of the RECEPTION PROCEDURES FOR FOREIGN PUPILS**

**To facilitate relationships between educational establishment, families and territory**





**Designation of a spokesperson**

**Creation of a so-called “INTERCULTURAL COMMITTEE” which to assign the pupils to their specific class, in accordance with the following criteria:**

- 1. Age.**
- 2. The previous course of studies in their own home country**
- 3. Information from the registration forms, and also from a formal interview with the pupil and his/her family.**
- 4. Pupil’s competences, abilities and level of education.**
- 5. Information on the schooling in their own home country (if available and, in particular, about the course of studies)**

**Linguistic and cultural mediation.**

**Individualised Education Program (“PDP”) and other proper strategies**

**Pupil’s evaluation in agreement with the student’s Individualised Education Program designed**

## PACT OF JOINT RESPONSIBILITY

Establish a calm and proper atmosphere, supporting the development of knowledge and abilities, and the development of proper behaviours and values, while respecting any kind of diversity.

Achieve all the goals listed in the “PTOF”

Explain its own training programme proposal and the relating aims, the procedures for testing and the evaluation criteria.

Encourage pupils, while/and highlighting their own individual progress.

Test and evaluate in line with each student’s learning paces.

Supervise the pupils’ relational dynamics and take action to help solve disputes

Face problems related both to pupils’ behaviour and the way they build up relations

Constantly communicate with the families.

Provide information on cyber-bullying and related preventative measures.

Report to the competent authorities and to the parents any action which might be considered cyberbullying.

The School is committed to

Pay attention to the students’ problems, in order to make possible a consequent interaction with the families.

**Be accountable for any damage done by their children.**

**Make their children follow the school schedule, and justify any absence.**

**Keep constantly informed on commitments, due dates and initiatives.**

**Verify that children are committed to study and to play by the rules.**

**Report immediately to the competent authorities and to the school any potential episode of cyberbullying, even if it happens outside the school or out of school hours.**

**Keep informed on the school's training programme proposal the way it is arranged.**

**Compare its own educational project to the programme proposed by the school.**

**Establish a productive dialogue with teachers, respecting their freedom of teaching.**

**Promote and support their children's school experience.**

**Support their children in their times of trouble.**

**Set rules for social networks and electronics.**

**Keep informed about disciplinary measures, if any.**

**The family is committed to**



**Cooperate with the school to prevent bullying and cyberbullying prevention to in everybody's best interest.**

Take care of spaces, pieces of furniture, school equipments and the classmates' school supplies.

Fulfill commitments and due dates, ask parents to promptly sign written notices and communications.

Always do homework and school work assignments.

Take part properly in discussion in, respecting each other's opinion.

Be attentive during class lesson, playing an active role.

The student himself/herself is committed to

Build relationships of collaboration and respect with his/her schoolmates, teachers and school staff.

Have a proper the attitude, oral expression and clothing style.

Report to parents and teachers any suspected cyberbullying episode he/she is aware of, whether he/she is a victim or not.

Unequivocally dissociate him/herself from any act of cyberbullying which he/she is aware of.