



LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR, Klinetova ulica 18, 2000 Maribor

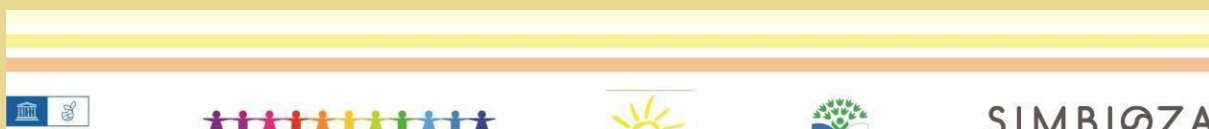
+386 (0)2 7070 0512 international.school@os-leon.si <https://www.os-leon.si/international-school-maribor/>

INTERNATIONAL DEPARTMENT

ANNUAL WORK PLAN

2026/2027

LEON ŠTUKELJ INTERNATIONAL SCHOOL





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The members of the School Council of the Leon Štukelj International School Maribor adopt and approve the Annual Work Plan of the International department of the Leon Štukelj Primary School Maribor for the school year 2026/2027, which will be implemented from the 1st of September 2026 onwards.

The Annual Work Plan of Leon Štukelj Primary School Maribor International department is based on:

- The Primary School Act,
- Act on Amendments and Additions to the Act on Primary School,
- the norms and standards of the Act on the Organisation and Financing of Education and Training,
- the notices to primary schools for the 2026/27 school year from the Ministry of Education, Science and Youth,
- guidelines for the work of primary schools,
- IB guidelines and philosophy structured in school's policies
- the needs of students,
- staffing, material and space conditions,
- the annual preparations of teachers,
- the work programmes of the professional activities,
- the work programmes of the school advisory service,
- the work programmes of the school library,
- the work programmes of the school's extra-curricular activities,
- direct involvement of and with parents.

The AWP may be supplemented during the year on the proposal of the teachers' assembly, the board of the institution and the management or amended.

Maribor, _____

Number: _____

Principal:
mag. Mirko Škundrić

President of the School Council:



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1. INTRODUCTION

The Annual Work Plan is a key strategic document that guides the life and work of Leon Štukelj International School during the 2026-2027 school year. It outlines the organisation, scope, and implementation of teaching and learning in accordance with national requirements, the school's mission and vision, and the principles of the International Baccalaureate (IB).

The plan provides an overview of the educational programme, co-curricular and extracurricular activities, collapsed days, student support services, and other learning experiences that contribute to students' holistic development. It also describes the work of the School Counselling Service, the school library, and initiatives that promote student well-being, inclusion, international-mindedness, service learning, and engagement with the wider community.

In addition, the Annual Work Plan outlines partnerships with parents, external organisations, and community stakeholders, as well as professional learning opportunities for staff, the work of school leadership and professional teams, and other activities necessary to ensure the successful implementation and continuous development of the school's educational programmes.

As a living document, the Annual Work Plan reflects our commitment to fostering a collaborative learning community that empowers all learners to develop knowledge, skills, understanding, and the attributes of the IB Learner Profile.

When creating the work plan, we took into account the legal regulations governing the field of education, namely:

- Act on Primary School,
- The Act on the Organization and Financing of Education,
- Rules on the verification and evaluation of knowledge and the progress of students in primary school,
- Regulations on the school calendar for primary schools,
- Rulebook on norms and standards for the implementation of the elementary school program, notices of the Ministry of Education of the Republic of Slovenia
- IB policies.

THE PROCEDURE OF ESTABLISHING THE ANNUAL WORK PLAN

The Annual Work Plan was developed based on recommendations and contributions from teachers, school leadership, and other staff members through individual consultations, pedagogical conferences, and professional meetings during the planning of the new school year. The planning process also took into account feedback and suggestions provided by parents through the Parents' Council, as well as contributions from members of the School Council of Leon Štukelj Primary School Maribor. This collaborative approach reflects the school's commitment to partnership, shared responsibility, and continuous improvement in support of student learning and wellbeing.

2. BASIC INFORMATION OF THE SCHOOL

Registry Information:

Address:

Leon Štukelj International School Maribor
Klinetova ulica 18, 2000 Maribor





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Registration No.: 5610494000
Phone No.: +386 2 420 64 11
Tax No.: 59613432
Account No.: 01270 - 6030669010

Principal: Mirko Škundrič, M.A.
E-mail address: <http://www.os-leon.si>
Webpage: <https://www.os-leon.si/international-school-maribor/>

Information about the founder

The school was founded by the Municipality of Maribor in 2023. In the school year 2023/2024 it was a candidate school for becoming an IB school. In the school year 2024/2025 it became an accredited PYP school and a candidate school for MYP. In the year 2025/2026 it became an accredited MYP school.

3. MANAGEMENT BODIES AND PROFESSIONAL BODIES OF THE SCHOOL

Administrative staff

Principal: Mirko Škundrič M.A.
Head of the International School:
Natalija Anders
PYP coordinator: Mateja Vešnar
MYP coordinator: Tina Lešnik

School Council

The highest body of the school is the School Council. The school is managed by the principal and the School Council. The School Council has a four-year term. It consists of three representatives of the founder, three representatives of parents and one representative of the international department and five representatives of the school.

The representatives of the founder (Maribor Municipality) are: Sanja Miklošič, Anica Kramberger, Štefan Muraus

Parents' representatives are: Sara Gabrič, Nataša Kozar, Aida Mitrovič (international school)

The representatives of the school are: Danijela Kajzer, Tina Lešnik, Tinka Vravnik, Mojca Tršavec and Rok Rožič.

President of the school council: Rok Rožič

The most important tasks of the school council:

- adopts the annual work plan and the report on its implementation,





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- adopts the annual report with the final account,
- discusses the analysis of educational work,
- decides on the introduction of above-standard and other programs,
- considers reports on educational issues,
- decides on complaints regarding the rights, obligations and responsibilities of workers from employment relationship,
- deals with matters submitted to it by the teachers' union, the school inspectorate, the representative union of employees, the parents' council, the student community,
- appoints and dismisses the school principal,
- evaluate the work of the principal and perform other tasks specified by law and the act of incorporation.

Parent's council

The parents' council consists of parents' representatives. In each Grade, parents confirm one representative at the 1st Parent-teacher conference in September.

Class:	Representative:
Early Years	Luciano Mottola
1. M	Ružica Aračič
2. M	Tjašo Vlasak
3. M	Alda Derenčin Ambrož
4. M	Kristina Neuhaus
5. M	Ekaterina Bash
6. M	Andrei Sobolev
7. M	Vitaly Belov
8. M	Sampath Kumar Nagarajan

School councils and bodies

There are: School Council, Teacher Staff, PYP and MYP coordinators, Head of School, Subject specific teachers and Homeroom teachers.

Teacher staff involves all teachers teaching in school's classes in PYP and MYP.

The Homeroom teacher leads the work of the teacher staff, analyzes the educational and learning results of the classes, takes care of solving educational and learning problems, and more.

The subject specific teachers' staff consists of teachers of the same subject or subject areas; addresses the issue of the subject or subject area and plans the curriculum.

4. TIME ORGANIZATION, SCHEDULE

Educational process at the school is carried out within the framework of the regular and Afternoon programme and Extracurriculars.

The school opens every school day at 7:00 a.m. and ends/closes with Afternoon programme at 4.50 p.m. The working hours in the administration are every working day (from Monday to Friday), as a rule, from 7:00 a.m. to



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3:00 p.m. The working hours of employees are 40 hours per week in accordance with the Labour Relations Act and the Collective Agreement for Education.

For technical and administrative workers, 8-hour attendance at the workplace is mandatory.

Teachers and other professionals have uneven working hours. The time allocation of work is done by the Principal and Head of International School based on the organization of work and life in the school. Teachers and other professionals fulfil their obligations with lessons and other work in accordance with the Rules on the systematization of jobs at Leon Štukelj International School Maribor. Work is recorded according to the agreement.

The principal of Leon Štukelj International School Maribor prepares an individual annual work plan (iLDN) for each teacher and organizes the teacher's work in such a way that at the end of the reference period (September 1, 2026 to August 31, 2027) the average full-time working time is equalized. The working hours of teachers are determined according to the daily schedule and timetable. Taking into account the organization of work in the institution, the teacher performs work outside the institution according to his own timetable, for a maximum of 10 hours per week when full-time position.

The lessons last 45 minutes each with five-minute breaks.

Timetable:

Pre-lesson	7.30 – 8.15
1st lesson	8.15 – 9.00
break	9.00 – 9.05
2nd lesson	9.05 – 9.50
SNACK/break	9.50 – 10.10
3rd lesson	10.10 – 10.55
break	10.55 – 11.00
4th lesson	11.00 – 11.45
break	11.45 – 11.50
5th lesson	11.50 – 12.35
LUNCH/break	12.35 – 13.30
7th lesson	13.30 – 14.15
break	14.15 - 14.20
8th lesson	14.20 - 15.05
9th lesson	15.10 - 16.00
10th lesson	16.00 - 16.50

5. SCHOOL CALENDAR

The school calendar is set in accordance with the valid School Calendar issued in detail by the Ministry of Education rules every school year. In accordance with these the school calendar may change.

The school year begins on Tuesday, September 1st, 2026. The end of classes for students is on Thursday,



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June 24th, 2027.

School calendar

2026	1. 9. 2026	School starts
	26. 10. - 30. 10.	Autumn holidays
	31. 10.	Reformation day
	1. 11.	Memorial day
	24.12.	IB Day
	25. 12.	Christmas
	26. 12.	Independence and Unity day-bank holiday
	25. 12. - 3. 1.	Christmas holidays
2027	1. 1. – 3. 1.	New year
	29. 1.	Mid-term
	8. 2.	Prešeren's Day - bank holiday
	12.2.-13.2.	Information Days for High School Enrollment
	15. 2. - 19. 2.	Winter holidays for students from south-eastern Slovenia (excluding the municipalities of Ribnica, Sodražica, Loški Potok, Kočevje, Osilnica and Kostel), the Koroška, Podravje, Pomurje, Savinja and Posavje statistical regions
	29.3.	Easter Monday
	26. 4.	Ministry approved a day off from school
	27. 4.	Day of Resistance - bank holiday
	26. 4. - 2. 5.	May holidays
	1. 5. – 2. 5.	Labor day - bank holiday
	24. 6.	FINAL REPORT/END OF SCHOOL YEAR
	25. 6.	National day
	26. 6. – 31. 8.	SUMMER HOLIDAYS

Year terms

Assessment period	Duration
Mid-term	from 1st September 2026 to 31st January 2027
Final term	from 1st February 2027 to 24th June 2027



6. NUMBER OF STUDENTS BY DEPARTMENT

Class	Number of students	Number of students by department		Homeroom teacher
		Boys	Girls	
Early Years	4	1	3	Sanja Kočunik
1.M	3	2	1	Nuša Magdič
2.M	3	2	1	Maša Rus
3.M	11	6	5	Nika Klaneček
4.M	6	4	2	Kaja Žekš
5.M	4	1	3	Tia Janeta Kmetec
6.M	3	3	0	Katerina Malinova
7.M	8	5	3	Urška Sedlar
8.M	2	0	2	Urška Sedlar
TOTAL	44	24	20	

7. STAFF STRUCTURE

7.1. TEACHING STAFF AND SCHEDULES

Work assignments are distributed to workers in accordance with the Act on Primary Schools, the Act on the Organization and Financing of Education, the Act on Employment Relations and in accordance with norms. The Leon Štukelj International School employs 13 teachers, Head of the International, PYP coordinator, MYP Coordinator, School Counsellor, School Counsellors of the National Programme and a librarian.

For full-time employment, teachers are allotted 17 lessons per week. The detailed breakdown of hours of the mandatory and Afternoon programme can be seen from the schedules in the KPIS program.

In the period from 01/09/2026 to 31/08/2027 inclusive, the work of employed workers is performed up to an average of 40 hours/week, namely in each period in the range of hours determined by the schedule and this Annual Work Plan. The excess of working hours is offset by the free days of professional and other workers, which during the holidays exceed the corresponding days of the individual worker's annual leave.

The working time schedule applies to all employees of the school.

7.1.1. TEACHING STAFF - PRIMARY YEARS PROGRAMME

Teacher	Class/Subject
Sanja Kočunik	Early Years Teacher
Sara Kolman	Early Years Teacher



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Nuša Magdič	Homeroom teacher 1.M
Maša Rus	Homeroom teacher 2.M
Nika Klaneček	Homeroom teacher 3.M
Kaja Žekš	Homeroom teacher 4. M
Tia Janeta Kmetec	Homeroom teacher 5. M
Lana Županek	PHE and ART teacher in PYP
Mateja Vešnar	PYP coordinator, PHE, History, EAL Teacher
Danijela Kajzer	Librarian
Lina Herman	Music Teacher, Afternoon Programme
Natalija Anders	Head of the International School, EAL teacher
Marko Grobler, Zala Bojović, Lina Herman	Afternoon Programme
Marko Grobler	Language Acquisition German and Slovenian Language Teacher
Milan Ketiš	ICT Teacher

7.1.2. TEACHING STAFF - MIDDLE YEARS PROGRAMME

Teacher	Class/Subject
Natalija Anders	Head of School, EAL teacher
Tina Lešnik	MYP coordinator, English Language&Literature Teacher, EAL Teacher, ATL Teacher, ATL Skills Coordinator
Mateja Vešnar	PHE Teacher, Individuals&Societies, Humanities Teacher
Urška Sedlar	English Language&Literature, Theatre, Language Acquisition Slovenian Teacher
Katerina Malinova	Chemistry Teacher, Biology Teacher, Individuals&Societies Teacher, Humanities Teacher, Community Project Coordinator
Lina Herman	Music Teacher
Dinka Fazlić	Mathematics and Physics Teacher, Additional and Supplementary Teacher
Marko Grobler	Language Acquisition German and Slovenian Teacher
Milan Ketiš	Design and Technology Teacher, Arts Teacher, ICT
Danijela Kajzer	Librarian
Jelena Grobler	School Counsellor, Well-being Coordinator

7.2. OTHER STAFF

7.2.1. BOOKKEEPING ADMINISTRATIVE STAFF

Employee	Job
Andreja Cafuta	Secretary
M-biro (Mateja Solatnik)	Accounting



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7.2.2. KITCHEN STAFF

Employee	Job
Kristjan Koletnik	chef
Andreja Krištofič / Suzana Skarlovnik/ Jasmina Banjič	chef
Vesna Marković	chef
Domen Babič	Organiser of school menus and nutritionist

7.2.3. TECHNICAL STAFF

Employee	Job
Branko Arih, Dario Černuta	Janitor, maintenance staff
Silva Osovniker	Cleaning staff
Doroteja Fras	Cleaning staff
Dragana Urška Todorović	Cleaning staff
Slavica Slevec	Cleaning staff
Jelena Ljubič	Cleaning staff
Gordana Šljivo	Reception and Visitor Coordinator

8. THE BASIC PROGRAMME OF INTERNATIONAL BACCALAUREATE® (IB)

8.1. BASIC CHARACTERISTICS OF THE INTERNATIONAL BACCALAUREATE® (IB)

World Schools share a common philosophy, a commitment to improving the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision.

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”



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MISSION STATEMENT AND PHILOSOPHY

Living in a rapidly evolving world and a complex society requires a unique set of skills. At Leon Štukelj International School Maribor, we believe that it is our responsibility to empower the students for the future.

Our mission is to provide inquiry-based education where the inquisitive minds of our students gain values, embrace diversity, cultivate the spirit of international-mindedness, and evolve into responsible global citizens. By creating a holistic and inclusive environment, fostering trust among the student-parent-teacher community, and cultivating skills and positive values we strive towards growth with integrity, transparency and a desire to contribute positively to our world.

PRIMARY YEARS PROGRAMME (PYP)

The Primary Years Programme (PYP) has students aged 3 or more in Early Years and students aged 6 starting Grade 1 to Grade 5.

The programme focuses on the total growth of the developing child, affecting hearts as well as minds in addressing social, physical, emotional and cultural needs in addition to academic welfare.

The PYP combines the best research and practice from a range of national education systems, together with a wealth of knowledge and experience derived from international schools – resulting in a highly relevant and engaging educational programme.

The Primary Years Programme offers a comprehensive, inquiry-based approach to teaching and learning. Children have to find answers to their inquiries.

The three basic questions that students have to deal with daily are:

What do we want to learn?

How best will we learn?

How will we know what we have learned?

Within the framework of the PYP programme, students learn through six TRANSDISCIPLINARY THEMES per school year. These transdisciplinary units aim to weave together subject-specific knowledge with a focus on the teaching of concepts, developing greater skills, positive attitudes to learning and life, and through the development of the Learner Profile Attributes which underpin the PYP programme.

Transdisciplinarity is the key approach to binding together subject-specific knowledge in the following areas: English, Mathematics, Science & Social Studies, Foreign Languages (Slovenian, German or French), Visual Arts, Music, ICT, Physical Education, Personal & Social Development.

MIDDLE YEARS PROGRAMME (MYP)

The Middle Years Programme (MYP) is for students aged 11-16. The Middle Years Programme (MYP) is a five-year programme. At Leon Štukelj International School we carry out MYP 1-3. It offers an educational approach that embraces, yet transcends traditional school subjects. While insisting upon a thorough study of the various disciplines, MYP accentuates the interrelatedness of them and so advances a holistic view of knowledge. Students are encouraged to develop intercultural awareness along with a genuine understanding of their own history and traditions.

The Middle Years Programme consists of eight subject groups: Language Acquisition (Slovenian and German or French); Language and Literature (English – Language of Instruction); Individuals



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and Societies (Geography/History) · Sciences (Biology, Chemistry, Physics); Mathematics; Arts (Visual, Musical, Performing); Physical and Health Education; Design and Technology.

REPORT CARDS

- Report cards: Primary schools issue report cards with descriptive grades to students from 1st to 5th grade and report cards with numerical grades to students from 6th to 8th grade.
- The curriculum determines the subjects, the annual and weekly number of hours of instruction in individual compulsory subjects and extracurricular activities, the days of activities, the number of hours of departmental community and the minimum number of hours required to implement the curriculum. However, the school can arrange the weekly number of lessons of individual subjects in a different way in each class (flexible subject schedule).
- The curriculum determines the content of the subjects, the standards of knowledge and the objectives of the lessons objects.

Learning barriers

- All learners are valued members of our learning community. In line with the IB philosophy, our Inclusion Policy, and the principles of Universal Design for Learning (UDL), we recognize and respond to the diverse strengths, needs, identities, and ways of learning that learners bring to the classroom.
- Some learners may require additional accommodations, modifications, specialist support, or individualized planning to access, participate in, and demonstrate learning successfully. Depending on their educational needs, learners may be supported through adapted implementation of the programme with additional professional support, an adapted school programme, or a special education programme. Support measures are documented and monitored through an Individualized Learning Plan (ILP) developed collaboratively with learners, parents or guardians, and relevant professionals.
- The identification and provision of support are guided by a strengths-based understanding of each learner's profile and aim to remove barriers to learning, participation, and achievement. Decisions regarding educational support are made in accordance with national legislation governing children with special educational needs, while reflecting the IB commitment to equity, access, inclusion, and learner agency. Through UDL, we proactively design flexible learning environments, multiple means of engagement, representation, and action and expression, enabling all learners to participate meaningfully and achieve their potential.
- The Code of Conduct defines the school premises and associated areas, specifies business and office hours, regulates the use of school facilities, outlines the organization of supervision, and establishes measures to ensure safety, security, order, and cleanliness within the school environment. School rules are developed collaboratively through meaningful consultation with students, parents, and school staff. This shared approach promotes learner agency, mutual respect, responsibility, and a positive learning environment, ensuring that expectations reflect the values and needs of the entire school community.



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- **BASIC CHARACTERISTICS OF THE INTERNATIONAL DEPARTMENTS AT LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR**

Our school has officially been authorized as an IB World School for the Primary Years Programme (PYP) and the Middle Years Programme (MYP), demonstrating our commitment to high-quality, inquiry-based international education for young learners.

IB World schools share a common philosophy - a commitment to quality, international education. The aim of the IB program is to develop curious, aware and caring young people who, through intercultural understanding and respect, help create a better and more peaceful world. Our main goal is to create an inclusive learning environment, which is achieved through cooperation, interaction and active action. This approach allows each student to develop and progress according to their individual needs, while encouraging their global perspective and international mindset.



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CURRICULUM OF THE INTERNATIONAL PROGRAMME AT THE LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR

Class	Primary years (PYP)						Middle years (MYP)		
	Early Years	1.	2.	3.	4.	5.	6.	7.	8.
English	2	5	5	5	5	5	4	4	4
Slovene	2	2	2	2	2	2	3	3	3
German/French	0	0	0	0	0	2	3	3	3
Music	1	2	2	2	2	1	1	1	1
Arts	1	2	2	2	2	3	2	2	2
Theatre	0	0	0	0	0	0	1	1	1
Mathematics	2	5	5	5	5	4	4	4	4
Humanities	0	0	0	0	0	0	3	0	0
Individuals and societies	1	2	2	3	4	6	0	0	0
History	0	0	0	0	0	0	0	2	2
Geography	0	0	0	0	0	0	0	2	2
Science	0	0	0	0	0	0	3	0	0
Physics	0	0	0	0	0	0	0	1	2
Chemistry	0	0	0	0	0	0	0	1	2
Biology	0	0	0	0	0	0	0	2	2
Design and Technology	0	0	0	0	0	0	3	3	3
Computer sciences	0	0	0	1	1	1	0	0	0
Attributes to learning	0	0	0	0	0	0	1	1	1
Physical and health education	2	3	3	3	3	3	3	3	3
Homeroom lessons	0	1	1	1	1	1	1	1	1
Extracurricular activities	0	2	2	2	2	2	2	2	2
EAL/English add.*	0	2	2	2	2	2	4	4	4
Supplementary lessons	0	1	1	1	1	1	1	1	1
Additional lessons	0	1	1	1	1	1	1	1	1



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COLLAPSED DAYS, EXCURSIONS AND SCHOOL IN NATURE

8.4.1. COLLAPSED DAYS

Collapsed Days provide rich opportunities for students to develop curiosity, creativity, agency, and independence as learners. Through inquiry-based and experiential learning, students explore authentic contexts, build new knowledge and skills, and apply their learning to solve meaningful problems. These interdisciplinary learning experiences encourage students to make connections across subject areas, fostering a deeper understanding of concepts and their relevance to the world around them. Students are actively engaged in observing, investigating, collaborating, reflecting, and taking action as responsible members of the learning community.

Collapsed Days are designed for all students and are distributed thoughtfully throughout the school year to ensure a balanced and varied programme of learning. The content is reviewed and refined annually to reflect students' interests, emerging educational priorities, and the school's ongoing commitment to continuous improvement. Planning, coordination, and implementation are led by homeroom teachers and/ or designated coordinators in collaboration with other members of the school community.

Collapsed days are part of the compulsory elementary school program. As part of the activity days, the contents and objects are connected to each other. These are: cultural, sports, science and technical days.

Collapsed Days may take place on the school premises or at off-site locations that support the educational objectives of the programme. The safety, wellbeing, and security of all participants are a priority. For each activity, a risk assessment and safety plan are prepared in advance, outlining appropriate supervision, and safeguarding measures. Students receive clear written and/or verbal instructions to ensure they understand expectations, responsibilities, and safety requirements.

These learning experiences are carefully planned to provide safe, inclusive, and engaging opportunities for all students to participate, explore, and learn in a variety of authentic contexts.

Security and Safety Rules

For reasons of safety and security, the following are prohibited:

1. Leaving the group without the knowledge and permission of the supervising teacher or activity leader.
2. Using accessories, devices, or props that are not directly related to the planned program and may disrupt the implementation of activity days, including mobile phones, electronic music players, and handheld gaming devices.
3. Possessing, consuming, or being under the influence of alcohol, drugs, or other harmful substances.
4. Smoking, vaping, or using any tobacco or nicotine products.

If these cases occur, the teaching staff and coordinators of the collapsed days will take appropriate action immediately and, if necessary, cancel the implementation of the collapsed day.

The security plan and collapsed day plan contains data defining the content and form of implementation. For objective reasons or unforeseen problems, such as weather conditions, changed circumstances of carrying out



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activities (transportation price, entrance fees, cancellation of the participation of external collaborators, etc.), during the school year there may be adjustments or changing the activities that are planned within the individual collapsed day.

Collapsed days after the syllabus of the primary school

Title/class	1.	2.	3.	4.	5.	6.	7.	8.	Sum
Cultural days	4	4	4	3	3	3	3	3	30
Science day	3	3	3	3	3	3	3	3	27
Sports days	5	5	5	5	5	5	5	5	45
Technical days	3	3	3	4	4	4	4	4	33
Sum	15	15	15	15	15	15	15	15	135



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Collapsed days for the 1.-3. Grade

	Date	Activity	Class	Responsible
Cultural days	September 17 2026	Puppet Show (Slovene)	1.-3. razred, 1-3 M	Sara MENARD, Maša Rus
	June 4 2027	Reading Night	1-3 M	Urška Sedlar
	December 23 2026	Christmas Movie Day	1-3 M	Nika Klaneček
	January	Visit to the national museum	1.-5. M	Maša Rus
Science days	April 2027	Farm	1.-5. M	Tia Janeta Kmetec
	March 18 2027	Tehnopark Celje	1.-5.M	Tia Janeta Kmetec
	May 19 2027	Henkel	1-3.M	Nika Klaneček
Sports days	September 11 2026	Hike with parents	PYP+MYP	Mateja VEŠNAR
	November 2026	Climbing	1.-5. M	Maša Rus
	2027	Winter sports' day	1.-5.M	Tina KRANER, Blaž BEZJAK, Lana Županek
	May 2027	Poljane Athletics Stadium	1.-3.M	Tina KRANER, Blaž BEZJAK, Lana ŽUPANEK
	April 2027	Maribor Hills	1.-5.M	Marko Grobler
Technical days	May 2027	ENO Project-upcycling	1.-5.M	Nika, Jelena
	November 2026	Making New Year decorations	1.-3.M	Maša Rus
	February 9 2027	Carnival	1.-5.M	Lana Županek, Katerina Malinova



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Collapsed days for grades 4-5

	Date	Activity	Grade	Responsible
Cultural days	June 4 2027	Reading Night	3.-5.M	Urška Sedlar
	December 23 2026	Christmas Movie Day	4.-5.M	Nika Klaneček
	January 18 2027	Kekec	3.-5.M	Tia Janeta Kmetec, Kaja Žekš
Science days	April 2027	Farm	1.-5.M	Tia Janeta Kmetec
	March 2027	Tehnopark Celje	1.-5.M	Tia Janeta Kmetec
	May 19, 2026	Henkel	3.-5.M	Nika Klaneček
Sports days	September 11 2026	Hike with parents	PYP+MYP	Mateja VEŠNAR
	November 2026	Climbing	1.-5. M	Maša Rus
	2027	Winter sports' day	4.-5.razred, 3.-5.M	Tina KRANER, Blaž BEZJAK, Lana Županek
	May 2027	Athletic sports' day Poljane	4.-5. razred, 3.-5.M	Tina KRANER, Blaž BEZJAK, Lana Županek
	April 2027	Maribor Hills	1.-5.M	Marko Grobler
Technical days	February 9 2027	Carnival	4.-5. razred, 3.-5.M	Lana Županek, Katerina Malinova
	November 2026	Making New Year decorations	1.-5.M	Maša RUS
	March 2027	Vex IQ Robotics	PYP	Milan
	May 2027	ENO Project-upcycling	1.-5.M	Nika, Jelena

Collapsed days for grades 6-9

	Date	Activity	Grade	Responsible
Cultural days	March 18 2027	Gulliver's travels	6. - 8.M	Urška SEDLAR
	March 5 2027	Theatre - Impro	6. - 8.M	Urška SEDLAR
	June 4 2027	Reading Night	6.-8.M	Urška SEDLAR
Science days	October 16th	National Gallery Ljubljana+ Reaktorski Center (Inštitut Jožef Štefan)	6. - 8.M	Dinka FAZLIČ, Milan KETIŠ



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	December 3 2026	Tehnopark Celje+Christmas Market	6. - 8.M	Mateja VEŠNAR
	6. 5. 2026	Paloma	6. - 8.M	Katerina MALINOVA
Sports days	September 11 2026	Hike with parents	6. - 8.M	Mateja VEŠNAR
	April 7 2027	Hike to Boč	6. - 8.M	Mateja VEŠNAR
	2027	Winter sports day	6. - 10.M	Tina KRANER, Mateja VEŠNAR
	May 2025	Athletic stadium Poljane	6. - 10.M	Tina KRANER, Mateja VEŠNAR
	June 2027	Rowing (Bresternica Rowing Club)	6. - 8.M	Tina LEŠNIK
Technical days	25. 11. 2026	Making New Year decorations	6. - 8.M	
	February 9 2027	Carnival	6. - 8.M	Lana ŽUPANEK Katerina MALINOVA
	January	Museum of Nikola Tesla	6. - 8.M	Dinka FAZLIČ, Milan KETIŠ
	April 2027	ENO project RRR	6. - 8.M	Tina LEŠNIK Jelena GROBLER
Project Days	September 2026	Technical Theatre - GT22	6. - 8.M	Urška Sedlar

Special dates for PYP and MYP

Special PYP and MYP dates will be marked and celebrated across the whole school, bringing students and staff together to recognize important global and community events.

2026-2027	September 25th	Language day (PYP and MYP)	Tina Lešnik, Jelena Grobler
	October 5th	World Animal Protection Day	Milan Ketiš, Lina Herman
	October 5th-11th	Children's week (PYP and MYP)	Mateja Vešnar
	November	Kindness week	Jelena Grobler, Tia Janeta Kmetec
	March 8th	International Women's Day	Maša Rus
	March 15th	International Pi Day	Dinka Fazlič
	June	Culinary Day	Nika Klaneček
	April 22nd	Earth Day	Katerina Malinova,



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			Jelena Grobler
April 23rd	World Book and Copyright Day, School Book Fair ???		Danijela Kajzer
May 10	Day of Europe		Marko Grobler
May 11-17th	Mental Health Awareness Week		Lina Herman
June 11th	International Day of Play (Legos)		Lana

8.4.2. FINAL EXCURSIONS

Grade	Date	Location	Responsible
1. - 5. M	June 18 2027	Prekmurje	Tia Kmetec, Maša Rus
6. - 8. M	June 18 2027	Piran	Katerina Malinova, Urška Sedlar

8.4.3. SCHOOL IN NATURE

In PYP and MYP students step beyond the classroom and into the natural world, where learning comes to life through exploration, discovery, and adventure. Outdoor activity days provide hands-on, experiential learning opportunities that foster a deeper understanding of nature while developing independence, critical thinking, collaboration, and problem-solving skills. Through environmental studies, outdoor sports, team-building activities, and creative projects, students gain valuable knowledge, build lasting friendships, and create unforgettable memories. We encourage every student to embrace these unique experiences and discover the joy of learning outdoors.

Grade	Date	Location	Responsible
3.M	May 24.-26. 2027	Pohorje	Mateja Vešnar
7.-8. M	May 26.-28. 2027	Pohorje	Mateja Vešnar



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9.1. AFTERNOON PROGRAMME

Afternoon programme is an organised form of educational work with students, organised by the school after school hours, for students in grades 1 to 5 inclusive. Afternoon programmes are professionally managed and include the following elements: independent learning, relaxation activities, creative leisure activities and meals.

The objectives of the afternoon programme are intertwined with and build on the educational objectives of the classroom. The content of the afternoon programme is based on the educational objectives of the classroom, taking into account the interests, needs and wishes of the students and their parents.

The general objectives of the Afternoon programme are:

- To provide students with a stimulating, healthy and safe psychosocial and physical environment for their development and education;
- to enable students to perform their school duties regularly, independently and successfully, and to provide them with appropriate professional support when needed;
- to facilitate joint planning and selection of activities, thereby contributing to the design of the programme
- to participate in the programme of activities;
- to facilitate an understanding of the importance of knowledge for growing up and personal development;
- to facilitate an understanding of the importance of quality peer group relationships for well-being and shared achievement.

Students in the Afternoon programme are grouped according to the norms of the required group. Even in this year's school summer, due to the systematization of jobs and the high number of students included in the Afternoon programme departments, we are forced to combine students in groups from several departments. For the sake of the child's safety, the teacher in the Afternoon programme can send the child home early only with a written confirmation from the parents.

Afternoon programme teachers are: Zala Bojović, Marko Grobler, Lina Herman

9.2. SUPPLEMENTARY, ADDITIONAL LESSON AND WORK WITH GIFTED STUDENTS

Students who demonstrate high levels of potential, strong interests, or a need for additional challenge are provided with opportunities to extend and deepen their learning. Through enrichment activities, inquiry-based projects, research experiences, competitions, and subject-specific extension opportunities, students develop advanced knowledge and skills while strengthening their capacity for independent learning, critical thinking, creativity, collaboration, and self-management.

The school provides differentiated learning experiences within and beyond the regular curriculum to ensure that students can explore their strengths, pursue their interests, and engage with meaningful challenges. Opportunities may include interdisciplinary projects, workshops, creative and artistic activities, leadership experiences, and participation in academic, cultural, or community-based initiatives.

Throughout the school year, particular attention is given to students who demonstrate exceptional potential and



readiness for advanced learning from Grades 6 to 8. These students are encouraged to engage in inquiry and research, participate in competitions and enrichment programmes, and pursue learning experiences that foster curiosity, innovation, and a deeper understanding of concepts across disciplines.

In line with the IB commitment to learner agency and personalized learning, students are provided with multiple pathways to demonstrate their understanding, express their ideas, and pursue their aspirations. Through differentiated instruction and varied opportunities for engagement, students are supported in making meaningful connections across subject areas and applying their learning in authentic contexts.

For students identified as requiring additional challenge and extension, an Individual Learning Plan (ILP) may be developed to document their strengths, interests, goals, and support strategies. These plans are created collaboratively with students, parents or guardians, teachers, and relevant specialists and are reviewed regularly to ensure continued growth and engagement.

9.3. EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are offered in a variety of formats and take place before or after regular school hours. The organisation of each activity depends on the nature of the programme, the number of participating students, and the specific requirements of the activity. As a general rule, group activities require a minimum of five students and a maximum of 20 students. If insufficient numbers are enrolled, the activity may not be offered.

Each activity follows a programme developed by the activity leader in collaboration with students, ensuring that it is engaging, meaningful, and responsive to their interests and needs. Programmes are generally designed to accommodate both returning participants and students who are joining the activity for the first time, allowing all students to take part and develop their skills. In certain activities, however, previous experience or specific prerequisites may be required. Students will be informed of any such requirements by the activity leader.

Some extra-curricular activities are offered in short-term blocks lasting several months, while others run continuously throughout the school year. Where appropriate, activities may also include participation in competitions, exhibitions, performances, presentations, or other events that form part of the planned programme.

Participation in extra-curricular activities is voluntary. However, students who choose to enrol are expected to attend regularly, participate actively, and demonstrate commitment and responsibility. Attendance and participation records are maintained by the activity leaders.

The purpose of extra-curricular activities is to provide students with a wide range of opportunities to discover and develop their talents, pursue their interests, strengthen their knowledge and skills, and make meaningful use of their free time. Through these activities, students are encouraged to grow in confidence, creativity, collaboration, and personal responsibility.

Students may choose from the range of extra-curricular activities offered by the school, as outlined below.

Name of the teacher	Name of the extracurricular	Description	Carried out in classes
Lana Županek	Spanish 1 and 2	¡Vamos a aprender español! In this fun and interactive class, students will be introduced to the	1.-3. grade, 4.-5. grade



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		Spanish language through songs, games, visuals, and everyday vocabulary. We will focus on building confidence with basic phrases and expressions, expanding our skills with sentence building and practical topics. Lessons are playful, age-appropriate, and designed to make learning Spanish a joyful journey for everyone!	
Lana Županek	Board and Mind Games	Let the games begin! This club is all about thinking smart and having fun. Students will explore a variety of games and puzzles—from memory challenges to logic and strategy-based activities—that build problem-solving, teamwork, and perseverance. It's a fun and relaxed way to stretch your brain and enjoy time with friends!	1.- 3. grade
Urška Sedlar	Future Leaders Debate Club	An exciting club where students develop debating, presentation, and critical-thinking skills. Participants will learn how to build strong arguments, express opinions clearly, and debate with confidence.	MYP grades
Urška Sedlar	International School Theatre (IST)	Step into the spotlight! Students will explore acting, stage performance, creativity, and teamwork while preparing exciting theatre	MYP students



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		productions and performances for the school community. Participants will build confidence, collaboration, and performance skills through theatre productions.	
Urška Sedlar	The Creative Quill	Turn your ideas into powerful stories! Develop your creative writing skills, experiment with different styles and genres, and prepare competition-ready pieces to share with readers beyond the classroom. You will also be creating our school's monthly Newsletters.	MYP students
Urška Sedlar	English Boost Club	Improve your English in a fun and supportive environment! Students will strengthen grammar, expand vocabulary, and develop communication skills through engaging activities, conversations, and language games.	MYP Students
Tia Kmetec	Playful Wrestling and Tumbling	Channel high energy and competitive drives into physical confidence! Designed for active kids who love rough-and-tumble play, this club uses wrestling games and tumbling to teach focus, balance, and self-control. Students burn off steam while learning the rules	PYP students (1-3)



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		of fair play, mutual respect, and being a caring teammate. It's a great, high-energy outlet to build resilience and respect.	
Maša Rus	History Fun	Travel back in time and discover the coolest moments in history! In History Fun!, we'll explore exciting ancient worlds and legendary stories that shaped our past. Together we will: -Explore Egyptians, Romans, Vikings, and medieval castles -Read fun stories and legends from long ago -Build historical landmarks and create ancient artifacts - Dress up, act out scenes, and solve history-themed puzzles - Discover how people lived, what they wore, ate, invented... and how they changed the world!	PYP students (1-5)
Mateja Vešnar	Creative art	Explore your creativity through a wide range of artistic media. From painting, drawing, and collage to sculpture, students will experiment with different materials while expressing their ideas, emotions, and imagination.	PYP Ss (2-5)
Mateja Vešnar Urška Sedlar	Preparations for the English competition/ English Club	Activity is designed to support students who are preparing to participate in an English language	MYP 6-7 MYP8



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		competition. The sessions will focus on building confidence and competence in key areas, including vocabulary, grammar, reading comprehension, listening skills, and writing.	
Dinka Fazlič	Mind & Motion Activities and Games	Looking for something that's fun, active and brain-boosting? Join our Mind & Motion after school programme. Each week, students will enjoy activities that combine movement, balance challenges, brain exercises, body-brain games. This program will help students strengthen focus, improve coordination, build confidence and develop teamwork skills - all while having fun!	PYP students
Dinka Fazlič	Dance workshop	Let's wake up together and start the day with dancing! Join our workshop and explore different dance styles, exciting music and creative movement. We'll learn cool steps, try out different rhythms and styles, and then put our creativity to work – inventing our own moves and creating original choreographies! No dance experience needed; just bring your energy and imagination!	PYP, MYP
	e-Twinning	e-Twinning is a	MYP (6-8)



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Urška Sedlar		European community for schools that helps students and teachers connect with others across Europe. Through e-Twinning projects, you can work with classmates from different countries, share ideas, learn about new cultures, and practice foreign languages. It's a fun way to use technology, improve teamwork, and make friends while learning together.	
Marko Grobler	School's Band	Do you love music and want to be part of something exciting? The School Band is a fun extracurricular activity where students can explore their musical talents, learn to play together as a team, and build confidence through performances. This is a great opportunity to develop creativity and experience the joy of making music together. Whether you already play an instrument or are eager to learn, come and be part of our musical community!	MYP PYP 4-5
Marko Grobler	Guitar/Ukulele lessons	Interested in learning to play an instrument or improving your musical skills? Guitar & Ukulele Lessons offer students a fun and creative opportunity to explore music, develop new skills, and build confidence through playing. This activity is perfect for beginners as well as students with	PYP



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		prior experience. Come learn new songs, practice together, and discover the joy of making music in a supportive and enjoyable environment!	
Tia Janeta Kmetec	Bridge Builders (Peer Mediation Club)	Step up and become a real leader in our school community! Students will develop communication, leadership, and problem-solving skills to help peers navigate everyday conflicts. Participants will learn active listening, empathy, and neutrality through interactive games and role-play scenarios. Trained mediators will work to help resolve real playground disputes, classroom misunderstandings, and social disagreements.	MYP PYP 4-5
Tia Janeta Kmetec	Outdoor Adventures	Head outside, breathe the fresh air! We embrace the great outdoors through a "no bad weather" philosophy. Students will engage in high-energy playground games, seasonal fitness challenges, and teamwork activities that get their hearts pumping. It's the ultimate way to decompress after a day of learning, build physical stamina, and return to the classroom feeling refreshed, grounded, and ready to focus!	MYP PYP
Nika Klaneček	Slovene Club	Join us on a fun journey through Slovenia! We will explore Slovenian food,	PYP (1-5)



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		traditions, music, games, stories, and celebrations through crafts, singing, dancing, hands-on activities and going outdoors. Along the way you will get to naturally practice your Slovene language skills while discovering more about the country you live in. Learn, play, and explore - the Slovenian way!	
Katerina Malinova	Board Games	Love games? Join us to play a variety of fun board games, from classic favorites to exciting new challenges. We'll also design and create our own original board games, including rules, game boards and pieces. This club is all about creativity, teamwork, strategy and having fun together.	MYP
Katerina Malinova	Creative art	Let your imagination come to life in Creative Art Club! We'll explore many different types of art using paper, paint, clay, recycled materials and other creative supplies. Students will experiment with different techniques and styles while creating unique projects. No artistic experience is needed, just a willingness to create and have fun.	MYP
Katerina Malinova	Jewelry making club	Create beautiful bracelets, necklaces and other handmade jewelry using strings and colorful beads. We'll learn different knotting, weaving and beading	PYP



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		techniques while designing our own unique accessories. Make something special for yourself or as a gift for someone else.	
Katerina Malinova	Baking	If you enjoy baking and sweet treats, this club is for you! Together we'll make a variety of delicious desserts and sweet pastries. Along the way, we'll learn baking techniques, decorate our creations, and try new recipes. Every session is a chance to create something tasty and enjoy it together.	MYP PYP
Milan Ketiš	Coding Club	The Coding Club offers students an engaging introduction to the fundamentals of computer science and digital design. Through a hands-on, inquiry-based approach, students will explore foundational programming concepts, computational thinking, and algorithmic problem-solving. Using block-based environments like Scratch, students will transition into physical computing and robotics with VEX IQ, learning how software interacts with hardware to solve real-world problems. As the year progresses, students may also delve into interactive text-based scripting or web design basics. Ultimately, the club aims to foster collaboration, persistence, and creative	MYP 1-3



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		thinking, empowering students to move from digital consumers to active creators and designers.	
Mateja Vešnar	Net Games		PYP5+MYP
Sara Kolman	Yoga		Early Years and PYP1
Sanja Kočunik	Music		Early Years and PYP1
Sanja Kočunik	Fun Experiments		Early Years and PYP1
Nuša Magdič	Board Games		Early Years and PYP1
Marko Grobler	Bicycle Riding Training Programme	Ready to gain confidence and independence on the road? The Bicycle Riding Training Programme prepares students with the knowledge and practical skills needed for safe and responsible cycling in traffic, leading to the opportunity to complete the official Cycling Exam. Open to PYP Grades 4–5 and MYP 1 students who have not yet completed the exam, this programme helps students develop road safety awareness, learn the rules of traffic participation, and earn an important certification that allows children in Slovenia to cycle independently in traffic. More than just a test, this is an important step toward independence, responsibility, and becoming a safe and confident participant in everyday traffic. For official information	PYP 4-5, MYP 1



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		about the Slovenian cycling exam requirements, families can also refer to Slovenian Traffic Safety Agency – Cycling Exams .	
Maša Rus	Yoga	Through fun stories and imaginative adventures, children will explore different yoga poses and creative movements. We will learn simple relaxation and breathing techniques, discover ways to calm our bodies and minds, and become more aware of our feelings and ourselves. Yoga will help children develop balance, flexibility, coordination, concentration, creativity, and self-confidence — all while having fun and moving!	PYP
Lina Herman	Recorder Lessons	If you'd like to try a different instrument and have fun playing with others, this is your chance! We will get to know the basics of playing the recorder , learn simple songs, and practice our musical skills. The lessons are intended for both beginners and students with prior knowledge.	PYP MYP
Tina Lešnik	Hiking Club	Step outside, explore,	



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		and connect with nature on exciting hikes around our community.	MYP
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10. OTHER SCHOOL ACTIVITIES

10.1. COMPETITIONS

Academic competitions form an important part of the school's commitment to nurturing curious, knowledgeable, and motivated learners. They provide students with opportunities to extend their learning beyond the classroom, apply their knowledge in authentic contexts, and develop confidence, resilience, and a passion for lifelong learning.

Supported by experienced mentors, students may participate in a wide range of competitions across the humanities, languages, mathematics, sciences, technology, the arts, and sport. These experiences encourage students to think critically, solve problems creatively, collaborate effectively, and strive for personal excellence.

Students selected for competition preparation are expected to demonstrate commitment, enthusiasm, and a strong sense of responsibility towards their learning. Preparation takes place through enrichment activities, specialised workshops, and mentoring sessions, enabling students to deepen their understanding, refine their skills, and achieve their personal best.

Through participation in competitions, students not only pursue academic and personal achievement but also develop the confidence, perseverance, and global-mindedness needed to thrive in an ever-changing world.

10.2. RESEARCH, COMPETITIONS, EXHIBITIONS, PERFORMANCES, WORKSHOPS AND PUBLIC PRESENTATIONS

We will enter well-known literary and art competitions, as well as others, if they are related to the curriculum and appeal to the students. We will organise and participate in various fund-raising and humanitarian actions. Students will perform at independent school events for parents, for first-year students, at the end of the school year, and on Remembrance Days and national holidays. They will also take part in children's and youth choirs' singing festivals, as well as in events at municipal, inter-municipal and regional level, and wherever we are invited as a school.

10.3. THE SCHOOL COMMUNITY





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- The school community monitors and coordinates the activities of the students at the school - representatives of the departments discuss school life, departmental challenges, plan various actions and measures. They pass on their decisions to the departmental communities.
- The school community will also carry out the activities of the various projects running at the school: the UNESCO School, the Eco-School, the Healthy School, the Cultural School, the Simbioza School, international cooperation.
- Student Council meetings are held monthly to ensure that students are informed, engaged, and actively involved in school life. Through student representation, learners have opportunities to share their perspectives, contribute to decision-making, and take meaningful action that supports the development of an inclusive, respectful, and collaborative learning community.

We will continue to:

- Foster good relationships and develop mutual support,
- Act with integrity, respect, and consideration for others.
- Contribute positively to a safe, respectful, and inclusive learning environment.
- Model behaviour that reflects the values of the school and the attributes of the IB Learner Profile.
- Show respect for themselves, others, and the learning environment.
- Demonstrate responsible decision-making and positive citizenship within the school community.
- Separate waste, save energy,
- Keep classrooms and corridors tidy,
- Collect old paper,
- Help decorate the school premises in December,
- Wish the school staff a happy Christmas and New Year,
- Motivate reading,
- Get involved in school projects.



11. PROJECTS

In the 2026/2027 school year, we are participating in many projects:

Projekt	Vsebina	Vodja
LET'S LEARN TO SWIM	The knowledge of swimming has great national importance. Slovenian students have quite a few opportunities to learn to swim while growing up. Already in the first grade of elementary school, students are offered a 10-hour swimming course for adapting to the water as part of the Golden Sunshine project, in the third grade there is a mandatory 20-hour swimming course as part of the sports curriculum, a test of swimming knowledge in the sixth grade, and sports days with swimming content in the third educational period. The goal of the program is for all students at the end of elementary school to reach the criteria of a bronze dolphin, which means that all students are swimmers at the end of elementary school.	1 st Grade Teacher
ZLATI SONČEK		Lana ŽUPANEK
ECO SCHOOL	The school continues to operate according to the principles of the Eco School project as a way of life. This means the continuation of activities in the field of ecology. The project means presentation and action in terms of ecological treatment of nature and its environment. We will carry out collection campaigns of waste cooking oil and old paper, saved water and performed many other eco-activities.	Simona Pučk (national programme)
HEALTHY SCHOOL	The Slovenian network of healthy schools responds to problems related to the health of children and young people and implements proven programs for the promotion of health in the physical, mental, social and environmental areas of health for students, teachers and parents.	Mateja



	Goals of healthy schools: We will actively support the positive self-image of all students by showing that everyone can contribute to school life. We will take care of the all-round development of the good ones mutual relations between teachers and students, teachers with each other and students. We will do our best to make the school's social goals come true clearly teacher, student and parent. We will encourage all students to different activities, so that we will shape various motivations. We will use every opportunity to improve the school environment. We will take care of the development of good connections between the school, home and community. We will take care of the development of connections between primary and secondary schools. We will actively support the health and well-being of our teachers. We will take into account the fact that there are teachers and school staff an example of healthy behavior. We will take into account the complementary role that school nutrition has in the curriculum. We will cooperate with specialized services in the community, which can advise and help them in the field of children's and youth's health. We will establish a deeper relationship with the school health and dental services, that she will actively support them in the inclusion of health content in the curriculum. It is essential that the school includes health promotion in all aspects of everyday life, both in the syllabus and in the hidden syllabus.	
E - TWINNING	e-Twinning is a community of European schools. It offers educators (teachers, principals, librarians, etc.) working in schools across Europe an online portal that allows them to connect, collaborate, develop projects, share experiences and much more. eTwinning promotes the cooperation of European schools through information and communication technologies (ICT) by providing support, tools and services that make it easier for schools to form short-term and long-term partnerships in any subject area. eTwinning also offers many online opportunities for free and continuous professional development of teachers.	Urška Sedlar



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INTERNATIONAL UNESCO SCHOOL	UNESCO began to connect schools (ASPnet, 1953) with the aim that through direct cooperation with peers from different backgrounds and cultures, young people would more effectively strengthen values that will consolidate peace among people, preserve the planet and sustainable and quality life on it. Slovenian ASPnet is a member of the international UNESCO school network, which includes around seven thousand nine hundred schools from one hundred and seventy-six countries. As of April 2012, the Slovenian network has 83 members, of which 24 have international status and 59 have national status, which was also obtained our school.	Damijan ŠOŠTARIČ Tina Lešnik
CULTURAL SCHOOL	The Public Fund of the Republic of Slovenia for Cultural Activities annually calls for the acquisition of the title "cultural school", with which it wants to motivate schools to become focal points of cultural programs in the local environment and strengthen appropriate cultural education and creativity of young people in various artistic fields. Schools that have a diverse and high-quality cultural activity, in which a large number of students and teachers are involved, can apply. Cultural schools should regularly organize cultural events aimed at students and the wider local public and participate with their groups in various magazines, contests, festivals and competitions. The evaluation committee for the evaluation of the submitted applications concluded that we meet all the qualitative and quantitative conditions and awarded us the title "CULTURAL SCHOOL" for the period 2026 - 2030. In this and future school years as well, we will invite students to activities in various fields of cultural engagement (musical arts, theater, puppets, fine arts and photography, dance, literature, journalism, preservation of cultural heritage...), cultural activities will be properly listed and compete again for the title "cultural school"	Danijela KAJZER
FROM STAGE TO STAGE	A festival of elementary school theater activities will be organized again. The event will take place on the occasion of the Slovenian cultural holiday, this time a little later, on February 5th, 2025, on the school theater stage. With the festival, we want to bring the theater closer to students, so the school lobby will be transformed into a theater where students and visitors come to see theater performances. We will invite elementary school theater groups from all over Slovenia and abroad (Serbia, North Macedonia and Ukraine).	Iva Kladošek Urška Sedlar



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GLOBE PROJECT	The GLOBE Program (Global Learning and Observations to Benefit the Environment) is an international science and education initiative supported by NASA. It engages students and teachers in hands-on environmental investigations, focusing on areas like weather, water, soil, and ecosystems. By collecting and sharing real scientific data, students contribute to global research and learn how local observations help us understand Earth's systems. The program encourages inquiry, critical thinking, and global collaboration, helping students become environmentally aware and active global citizens.	Maša Rus
ENO PROJECT	Students develop a keen sense of recycling materials and produce fine art out of it. Every year they gather the materials from home or surroundings of the school and make an up-cycled art forms of different structures.	Milan Ketiš



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12. ORGANISATION AND TASKS OF THE TEACHING STAFF

12.1. CONFERENCES IN THE SCHOOL YEAR 2026/2027

Parent- Teacher Conferences for the 2026/2027 school year

1st Joint Conference: 3rd September 2026, 1st Grade - 1st September 2026

2nd Joint Conference: 7th January 2027

3rd Joint Conference - 2nd PORTFOLIO NIGHT+ PYPX+ Community Project: May 6, 2027

4th Joint Conference: Annual parent feedback and reflection

June 23 Final Ceremony/ Culinary Day

Individual conferences

1. 8th October 2026
2. 1th February 2027
3. 2nd April 2026
4. 4th June 2026

1st Portfolio Night: 12th November 2026 (no individual parent-teacher meetings this month)

Christmas Market: 3rd December (no individual parent-teacher meetings this month)

Open Day: 20th May 2027 (no individual parent-teacher meetings that month)

Collaborative planning and Teacher conferences

Collaborative planning will happen every week according to the schedule provided by the MYP and PYP coordinators. Weekly meetings are mandatory and meant for discussion and planning.

Individual subject-specific meetings are also scheduled according to the coordinators and individual PYP and MYP teachers to implement the curriculum. Each homeroom teacher has a weekly meeting with all the subject teachers in accordance with the development of individual students' progress.

Teacher conferences will be held once a month or, upon prior notice, on Mondays or Tuesdays.



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Meetings of teachers

Nika Klaneček is the PYP representative and convenes a meeting once a month to discuss all daily activities and future projects. Tina Lešnik is the MYP representative and convenes a meeting once a month to discuss all daily activities and future projects.

12.2. TEACHERS' ASSEMBLY (ORGANISATION AND TASKS)

Teachers' Assembly, made up of teachers, counsellors and other professional staff, the homeroom teachers, the Programme Coordinators and Head of the department, will meet at conferences scheduled in the school calendar.

The Teachers' Assembly will meet at regular teaching and work conferences, weekly professional conferences, monthly professional conferences, and the departmental Teachers' Assembly at least once before the last evaluation conference. If necessary, the departmental teachers' assemblies will meet more than once.

The Teachers' Assembly discusses and decides on professional issues related to educational work, gives its opinion on the annual work plan, proposes the introduction of extra-standard and other programmes and activities, decides on educational measures and performs other tasks in accordance with the law.

12.3. HOMEROOM TEACHER'S RESPONSIBILITIES

The homeroom teacher plays a central role in fostering a positive, inclusive, and supportive learning community. Working closely with students, the homeroom teacher monitors students' academic progress, well-being, and personal development, helping them to reflect on their learning, set goals, and overcome challenges.

The homeroom teacher collaborates with subject teachers to ensure a holistic understanding of each student's progress and to support the implementation of appropriate strategies, interventions, and recognition of student achievements. When necessary, the homeroom teacher coordinates meetings with teachers and school leadership to discuss student learning and well-being.

Strong partnerships with families are an essential part of the role. The homeroom teacher maintains regular communication with parents and guardians regarding student progress, classroom culture, and opportunities for collaboration, fostering a shared commitment to student success and well-being.

The homeroom teacher works closely with the school counselling team and other support services to ensure that students receive appropriate guidance and support. They facilitate homeroom sessions that promote student voice, agency, well-being, and the development of the IB Learner Profile attributes. They also ensure that student records and school documentation are maintained accurately and confidentially.



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Homeroom teachers in the school year 2026/2027:

Grade	Homeroom teacher
Early Years	Sanja Kočunik
1.M	Nuša Magdič
2. M	Maša Rus
3.M	Nika Klaneček
4.M	Kaja Žekš
5.M	Tia Kmetec
6. M	Katerina Malinova
7. M	Urška Sedlar
8. M	Urška Sedlar



12.4. PROFESSIONAL BODIES (ORGANISATION AND TASKS)

Subject and grade-level teams are collaborative professional learning communities composed of teachers from the same discipline, programme, or area of teaching. They work together to develop, review, and enhance teaching and learning in alignment with the school's mission, the IB philosophy, and programme standards.

The teams engage in collaborative planning, curriculum development, moderation of assessment practices, analysis of student learning, and the sharing of effective teaching strategies. Through regular meetings, they reflect on student progress, identify opportunities for improvement, and promote consistency and continuity across the curriculum.

Subject and grade-level teams contribute to the ongoing development of the school's educational programmes, support interdisciplinary learning where appropriate, and foster a culture of professional inquiry, reflection, and continuous improvement. They also provide recommendations to school leadership regarding curriculum implementation, teaching practices, learning resources, and student support.

Through collegial collaboration, subject and grade-level teams promote high-quality learning experiences that support student agency, well-being, and the development of the IB Learner Profile.

Professional communities in the school year 2026/2027:

Community	Leader	Members
PYP Teachers' Community	Nika Klaneček	Maša Rus, Lana Županek, Nika Klaneček, Mateja Vešnar, Tia Janeta Kmetec, Kaja Žekš, Nuša Magdič, Zala Bojović, Lina Herman, Marko Grobler, Milan Ketiš
MYP Teachers	Tina Lešnik	Tina Lešnik, Mateja Vešnar, Natalija Anders, Dinka Fazlič, Katerina Malinova, Milan Ketiš, Zala Bojović, Lina Herman, Marko Grobler, Urška Sedlar
Language and Literature	Tina Lešnik	Tina Lešnik, Urška Sedlar
Mathematics	Dinka Fazlič	Nuša Magdič, Maša Rus, Nika Klaneček, Tia Janeta Kmetec, Kaja Žekš
Sciences	Katerina Malinova	Dinka Fazlič, Milan Ketiš, Mateja Vešnar
IAS	Mateja Vešnar	Katerina Malinova



Arts	Milan Ketiš	Maša Rus, Lana Županek, Lina Herman
PHE	Mateja Vešnar	Lana Županek
Language Acquisition	Urška Sedlar	Marko Grobler, Urška Sedlar, Natalija Anders, Zala Bojović, Katerina Malinova, Tina Lešnik, Mateja Vešnar
Afternoon Program	Marko Grobler	Marko Grobler, Zala Bojović, Lina Herman
Community Project+ ATL	Katerina Malinova	Natalija Anders, Tina Lešnik

12.5. TEACHERS (WORK COMMITMENT)

Teachers facilitate meaningful learning experiences that support students' academic, personal, and social development. Their responsibilities include planning, teaching, assessing, and reflecting on learning; monitoring and documenting student progress; and providing timely feedback to support growth and achievement.

Teachers collaborate with colleagues, students, and families to create a safe, inclusive, and engaging learning environment that promotes student agency, well-being, and the development of the IB Learner Profile attributes. They engage in ongoing professional learning and contribute to the continuous improvement of teaching and learning across the school.

Further details regarding teachers' professional responsibilities can be found in the Teachers' Agenda.

Other work includes:

- cooperation with parents,
- participation in the school's professional bodies,
- performing the duties of a Homeroom teacher,
- organised professional training and development,
- collecting and processing data relating to the provision of educational and other
- educational work,
 - mentoring students, students and post-secondary students, and working with schools and colleges that train professionals,
 - mentoring trainees,
 - setting up classrooms, collections, school workshops, gyms, playgrounds, etc,
 - organising cultural, sporting and other general and humanitarian activities in which students participate,
 - preparing and conducting excursions, trips, competitions, schools in nature,



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camps organised by the school, and - carrying out other tasks laid down in the annual work plan.

12.6. RESPONSIBILITIES OF THE PRINCIPAL

The principal is the pedagogical leader and the school's governing body. He/she represents and represents the institution and is responsible for the legality and professionalism of the institution's work. The principal may delegate individual tasks within his/her competence to an assistant headteacher or another school employee to cover for him/her in the absence of the headteacher.

The principal shall carry out the duties of pedagogical and managerial head of the establishment in accordance with the regulations, in particular however:

- organise, plan and manage the work of the school,
- draw up the school's development programme,
- drafting the annual work plan and ensuring that it is implemented,
- be responsible for ensuring that the rights of children and the rights and duties of students are fulfilled,
- direct the work of the teaching staff,
- drawing up a proposal for extra-standard programmes,
- promote the professional training and development of teaching staff,
- organising mentoring for trainees,
- attending and monitoring the educational work of teachers, and
- advise them,
- proposing the promotion of professional staff,
- deciding on the promotion of staff members to salary grades,
- monitor the work of the advisory service,
- ensure the cooperation of the institution with the parents or other legal representatives of students
- (parent-teacher conferences, speaking hours and other forms of cooperation),
- informs parents about the school's work and changes to students' rights and obligations,
- promote and monitor the work of the pupil community,
- decide on educational measures,
- enforcing decisions of the public authorities,



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- represent and represent the school and be responsible for the legality of its work,
- determine the job classification system,
- deciding on the conclusion of employment relationships and the disciplinary responsibility of staff,
- ensuring the school's cooperation with the school health service,
- perform other duties in accordance with laws and regulations

12.7. HEAD OF THE INTERNATIONAL DEPARTMENT

The Head of the International Department assists the Principal in carrying out teaching and management tasks. He/she shall carry out the duties delegated to him/her in writing by the Principal and shall deputise for him/her in his/her absence.

The Head of the International Department is responsible for the leadership, management and development of the International Programme, demonstrating a deep understanding of the IB mission and the IB student profile. The Head articulates the vision and mission of the International Programme to different groups in the school community and promotes its programmes within and outside the institution; supports teachers in their professional research and professional development process. She/he develops, reviews and monitors policies on teaching, learning, assessment, homework, testing and inclusion. Ensures high standards of the academic programme by working directly with all departments and teachers, respecting the abilities of each student.

THE SCHOOL COUNSELLOR:

- keeps teachers and parents up-to-date with new developments in their field;
- advises and assists teachers/educators in their work with students or parents in need of learning support
- and educational support;
- provides other forms of social assistance;
- participates in vocational guidance and informs students about vocational and secondary education
- informs about vocational and secondary education programmes;
- collects documentation and sends applications for secondary school enrolment to the Ministry;
- informs students about scholarship opportunities;
- covers for a temporarily absent professional staff member;
- keeps records of counselling work in accordance with the rules on the protection of personal data;



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- carries out other work and tasks as directed by the head teacher in accordance with the regulations.

The School Counselling Service plays a key role in fostering a caring, inclusive, and supportive learning environment in which all students can thrive academically, socially, emotionally, and personally. In collaboration with students, families, teachers, and external professionals, the service promotes student wellbeing, inclusion, safeguarding, positive relationships, and a sense of belonging within the school community.

The School Counselling Service supports students throughout their educational journey, including enrolment, transition, induction, and ongoing integration into school life. It works proactively to identify and remove barriers to learning and participation, ensuring that all students have equitable opportunities to access and engage fully in the curriculum and wider school community.

A key responsibility of the service is to support students' personal, social, and emotional development through guidance, counselling, advocacy, and individualized support. The service contributes to the creation of a safe, respectful, and supportive school culture that reflects the school's values and expectations for responsible behaviour and positive relationships.

Career and future pathways guidance is an integral part of the School Counselling Service. Through career education, counselling, reflection, and informed decision-making, students are supported in identifying their strengths, interests, aspirations, and goals as they prepare for transitions to further education and future opportunities.

The School Counselling Service also promotes educational equity by coordinating support for students who may experience barriers related to social, economic, emotional, physical, or learning circumstances. In collaboration with families and community partners, the school seeks to ensure that all students can participate fully in educational experiences and school life.

Working collaboratively with teachers and school leadership, the School Counselling Service coordinates and supports provisions for students with diverse learning profiles, additional learning needs, learning difficulties, and students who demonstrate exceptional potential and require additional challenge or enrichment. The service contributes to the development, implementation, and review of individualized support plans to ensure that every learner is empowered to achieve personal success and reach their full potential.

12.8. SCHOOL LIBRARY TASKS

The librarian's tasks are:

- Acquisition and professional library processing of library materials, covering all subject areas,
- continuing the entry of library materials and textbooks into the COBISS system,
- maintaining statistics and other documentation on library materials, usage and borrowing, and



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maintaining documentation on the reading badge and compiling recommendation lists for the reading badge,

- reviewing the core stock of books on an ongoing basis and ensuring that out-of-date, damaged books are written off
- and monitoring new developments on the book market,
- cooperating with teachers and other school staff and with bookshops and publishers, -
- drawing up an annual work plan,
- designing the annual preparation for KIZ (library information skills) lessons,
- informing library users about current events in the field of the school library



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- updating and updating the information on the Leon Štukelj Maribor Primary School website for school library,
- contributing to and publishing articles in the school newsletter.

Teaching work

- Individual bibliopedagogical work:
- ❖ Motivating students and other users of the school library to read and to use the library, its materials and information resources independently,
- ❖ advising and assisting library users in the selection of works of fiction and specialist literature,
- ❖ encouraging students to take part in the Reading Badge and other activities in connection with it.

Bibliopedagogical work with departments and classes:

- Teaching sessions with departments and preparation for Library Information Skills (LIS), carried out in the framework of cross-curricular integration with different subject areas in teamwork with teachers,
- organising and preparing book exhibitions and new books.

Cooperation with school staff and external institutions:

- Informing colleagues about library-related book and other innovations (e.g. COBISS),
- organising (mentoring) reading for the reading badge,
- participation in pedagogical and other conferences,
- cooperation with other librarians of central school libraries and with the Maribor Library, and
- other general libraries,
- cooperation with the Reading Badge Association of Slovenia.

Professional development:

- within the school, professional activities, study groups, seminars, online lectures, etc,
- in the framework of the Slovenian Institute of Education and Sport, the National University Library, the Federation of Slovenian Librarians' Associations and others.

Other tasks:

- coordinating for the Reading Badge,
- managing the textbook fund,
- participation in the organisation of science, culture and sports days,
- Participation in parent-teacher meetings and Parent Council meetings, if necessary.



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12.9. TRAINING FOR PROFESSIONAL AND OTHER STAFF

As a learning community, we are committed to continuous professional growth and reflective practice. Professional development is supported through both official International Baccalaureate (IB) training programmes and individual learning opportunities pursued by teachers in accordance with their professional goals and areas of interest.

Teachers engage in ongoing professional learning through collaborative planning meetings, in-house workshops, professional learning communities, and educational conferences. These opportunities encourage the sharing of best practices, inquiry-based approaches, and innovative teaching strategies that enhance student learning and support the school's educational vision.

All teachers involved in the IB programme are expected to complete Category 1 IB training in their respective subject areas or roles. This foundational training ensures a shared understanding of IB philosophy, pedagogical principles, curriculum requirements, and assessment practices. Teachers are encouraged to continue their professional learning through additional IB workshops and specialised training as they deepen their expertise and contribute to the development of the programme.

Through a culture of collaboration, reflection, and lifelong learning, our educators continuously strengthen their practice to provide students with a high-quality, internationally minded education.

12.10. OBSERVATION LESSONS

An ongoing learning and teaching observations are carried out through each school year. The observation lessons are part of our collaborative learning environment and produce further feed-forward and information for the individual teachers. Those observation lessons are carried out in a set schedule and with these responsibilities:

- Each teacher willing to observe needs to meet prior to the lesson to discuss what will be observed in the lesson. After the observation lesson they provide feedback in a set meeting to the teacher whose lesson they observed.
- Teacher whose lesson was observed needs to provide information in regards with the concepts of teaching and lesson plan before the actual lesson observation. Later the teacher needs to meet with all of the teachers/observers in a set meeting to discuss how the lesson and different strategies were implemented.



13. HEALTH CARE AND CAREER GUIDANCE

13.1. STUDENT NUTRITION

Meal planning takes into account the nutritional norms and recommendations for healthy eating for students. The school's food policy aims to develop good eating habits in students and to encourage an active attitude towards healthy food. We aim to offer as much variety as possible and encourage students to try foods and dishes that they may not find appealing. We promote healthy eating and food culture at school through various activities (Traditional Slovenian Breakfast, School Fruit Scheme, nutrition talks in class, surveys, etc.).
...).

Students can order morning snack and lunch at school, and students in Afternoon programme can also order an afternoon snack. Dietary meals are also provided within the limits of our capacities. Dietary allowance is requested by parents on the basis of a certificate from the attending doctor or specialist and a menu prescribed by the profession. Parents must provide a new medical certificate for each school year or change in the health of the students during the year.

The daily absence of the child is taken into account when calculating snacks and lunches. Receipts must be paid by the due date, which is always the 18th of the month. At the beginning of the school year, parents sign the school meal registration form, which sets out the rules and the agreement on mutual cooperation.

School meals are planned and monitored by the kitchen manager Andreja Robič, the school nutrition manager Kaja Trlep and the assistant head of the national department Blaž Bevc.

Students are identified with a card at lunch. Students who have lunch on certain days are also given a card which is used to keep a record of the number of meals taken.

If a student forgets his/her card, he/she goes to the office to get a receipt for lunch. If the child loses the card, the cost of buying and making a new one is EUR 3.

Each class is responsible for cleaning the dining room after lunch (wiping tables, putting chairs away). The cleanliness is ensured by the students on duty in each class.

School meals price list (od 1. 10. 2025):

MEAL	PRICE	ECONOMY PRICE
snack	1,10 EUR	
small lunch	1,90 EUR	3,40 EUR
big lunch	2,20 EUR	3,70 EUR
afternoon snack	0,70 EUR	
Meals (Early Years and PYP1 - Oblakova)	2,90 EUR	



13.2. HEALTH CARE FOR STUDENTS

Cooperation with the health service is based on:

- a compulsory preventive healthcare programme for students,
- a health education programme,
- a dental care programme.

The purpose of the systematic preventive check-ups is to monitor students' health, assess their physical and mental development and identify any deviations, as well as to detect unhealthy lifestyle habits.

The following checks are carried out:

- preventive health checks for students in Years 1, 3, 6 and 8,
- dedicated preventive examinations if a systematic examination reveals a deviation from normal and more frequent follow-up of the students is necessary,

Of great importance for our students is the preventive dental education, where we cooperate with the Dr Adolf Drolc Health Centre Maribor. We teach our students about proper dental care and protection. Basic dental care is provided through the school dental clinic.

13.3. TRAFFIC SAFETY

Student safety is one of the most challenging and important tasks, as students are often exposed to the dangers of traffic. It is important that children, parents and all those responsible for the education of children are well informed about traffic, that they are able to give advice to children and that they are familiar with safe routes to school. Children need special attention and care in road traffic, as their physical and mental abilities do not allow them to participate fully independently in traffic. At the beginning of the school year, students are informed of the school route plan. On the first days of September, a police officer is stationed at the pedestrian crossing to ensure that primary school children cross safely. The school route plan is updated and changes are made regularly.

All teaching staff are responsible for traffic safety in the school grounds, on activity days and in the wider area. Activities are carefully planned. We teach students about safe routes, road safety. We make sure we are visible in traffic

Traffic safety is partly included in the curriculum of grades 3 and 4, and there is a need for traffic education in grades 1 and 2, which will be provided by homeroom teachers and teachers in the afternoon programme. Each year, students in the lower grades take part in projects organised by the



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Ministry of the Interior or the Council for Road Traffic Prevention and Education. In September, Maribor Police Station staff monitor students' arrival at school and traffic around the school, organise a lecture for Year 1 students and parents, and raise students awareness of caution and road safety with a suitable campaign during Road Safety Week. The road safety also includes the successful completion of the cycling test in grade 5 of the nine-year cycle school.

13.4. CAREER GUIDANCE (optional)

A school pedagogue provides students in Year 9 and Year 10 with information on factors influencing career choices, secondary schools and their programmes, and signposts them to institutions where they can find out more about career interests, studying abroad and other ways of gaining knowledge. The school also runs a number of workshops where students learn more about themselves, their interests, motives and the strengths needed to pursue certain careers. The psychologist helps students to discover their potential and interests and motivates them to think about future careers.

In Grade 10, the school pedagogue is actively involved in the counselling process in choosing the appropriate programme, providing all up-to-date information and assisting in the guidance of students. Students and their parents have the opportunity to have individual discussions about different options for further education, additional training and the development of the students areas of strength.

13.5. HEALTH PROMOTION

FOR EMPLOYEES

Too often we realise how important it is for our psycho-physical well-being to be relaxed, motivated and, above all, healthy at work. Health is the basis for a good and successful life and work. Maintaining and improving the health of our employees is therefore worthwhile, because only healthy and happy employees who work in a safe and supportive work environment are more productive and creative, less likely to fall ill and less likely to take sick leave.

Workplace health promotion is a joint effort between employers, workers and society to improve people's health and well-being at work.

This is achieved through a combination of:

- improving the organisation of work and the working environment,
- encouraging employees to take an active part in activities to protect and promote health,
- enabling healthy lifestyle choices; and
- encouraging personal development.

The aim of health promotion at the workplace is to prevent or reduce the consequences of psychosocial risks in the workplace.



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FOR STUDENTS:

- Health promotion for students is promoted through the following activities:
- lectures for students and parents,
- Dental smears (once a month for students in the classroom),
- Clean Teeth campaign (all year round for students in the classroom),
- health care (science days),
- AIDS, drugs and alcohol, sexuality ... (science days and lectures for students in the following subjects),
- basic resuscitation procedures (activity carried out in cooperation with students from the Faculty of Medicine
- MB),
- Healthy eating (breakfast, snack, lunch, afternoon snack, Traditional Slovenian breakfast,
- School Fruit, Vegetable and Milk Scheme),
- systematic check-ups (dental and general).



14. STATUS OF AN ATHLETE OR ARTIST

A school may grant a student prospective athlete status, elite athlete status, promising young artist, and top young artist status.

The application for this status, together with any attachments, must be made by the students' parents on the prescribed form and submitted to the students' class teacher by 30 September of the current school year.

The status is normally granted to the pupil in the second and third educational periods. The school grants the status to the pupil for the current school year. The committee for verifying the eligibility for the status shall be composed of the sports teacher, the music or fine arts teacher, the class teacher and the counsellor. The principal shall decide on the assignment by a decision. Before making a decision, the head teacher shall obtain the opinion of the departmental teaching staff.

The pupil with the status shall have his/her school obligations adjusted. The adjustment of school obligations shall be regulated by a written agreement between the school and the parents. Adjustments shall be made to attendance at lessons and other activities and to the methods and timetables for assessment.

A pupil's status ceases at the request of the pupil and his/her parents, at the end of the period for which it was granted, if the reasons for which it was granted cease to exist, or if he/she is no longer a pupil of the school at which he/she acquired the status, or if the status is withdrawn. If the pupil fails to fulfil the obligations laid down in the agreement or for breach of his/her duties under the law and the rules of the school, the school may suspend or withdraw his/her status temporarily or permanently on the proposal of the class teacher or the teachers' assembly. The pupil's status may be suspended. Parents may propose the suspension of the status in the event of injury or other health problems. The granting, withdrawal and suspension of the status shall be decided by a decision of the Principal.

15. COLLABORATION WITH PARENTS

15.1. PARENTS' COUNCIL

The Parents' Council plays a vital role in fostering a strong partnership between families and the school. As an important voice within our learning community, the Council provides a forum for parental engagement, collaboration, and constructive dialogue in support of student learning and well-being. Each grade level is represented on the Parents' Council by one parent representative, elected by parents at the first parent meeting of the school year. The Council meets as required, with a minimum



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of two meetings held annually. At its first meeting, members elect a Chairperson who is responsible for convening and leading the work of the Council. The inaugural meeting of the school year is convened by the Head of School.

For the 2026-2027 school year, the Chairperson of the International Parents' Council was elected by the parent representatives at the Council's first meeting. In addition to leading the International Parents' Council, the Chairperson serves as the representative of the International Department on the Whole School Parents' Council, helping to strengthen communication, collaboration, and alignment across the wider school community.

Through active participation in the Parents' Council, families contribute to the development of a supportive, inclusive, and internationally minded school environment, reflecting the shared responsibility of students, parents, and educators in the learning process.

Responsibilities of the Parent Council of the entire school (national and international department):

- propose extra-standard programmes,
- gives its consent to the principal's proposal for extra-standard services,
- participates in the drafting of the kindergarten/school development programme, the educational plan, the school rules and regulations, and gives an opinion on the annual work plan,
- give an opinion on the candidates who meet the conditions for the post of head teacher,
- discuss reports by the head teacher on educational issues,
- considers complaints from parents concerning educational work,
- elect parents' representatives to the school council and other school bodies;
- may adopt its own programme of work of cooperation with the school, in particular as regards involvement in the local
- the school environment;
- may, in agreement with the school management, set up or form working groups,
- carry out other tasks in accordance with the law and other regulations

15.2. PARENTS' MEETINGS, PARENT-TEACHER CONFERENCES

We believe that strong partnerships between home and school are essential to supporting student learning, well-being, and personal growth. Parents are kept informed about school life, student progress, and achievement through individual parent-teacher conferences, scheduled parent meetings, written reports, and ongoing communication with teachers.

As a learning community, we are committed to maintaining communication that is respectful, open, collaborative, and solution-focused. We encourage parents and teachers to work together in a spirit of mutual trust and shared responsibility, always acting in the best interests of the student.

If parents have questions, concerns, or require clarification regarding their child's learning or well-being, they are encouraged to contact the relevant teacher in the first instance. Should additional support be needed, parents may seek guidance from the Homeroom Teacher, the School Counsellor, the IB Coordinator, or a member of the School Leadership Team. We believe that timely and constructive dialogue helps build positive relationships and supports successful outcomes for all students.

Important school information, announcements, and updates are communicated through official school



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channels, including email, the school information system, and other approved communication platforms. Through ongoing communication and partnership, we strive to create an inclusive, caring, and internationally minded learning environment in which every student can thrive.

Parents/guardians may also contact teachers and other staff by e-mail; e-mail addresses are published on the school website. They can also write to the school email address osleonastuklja@guest.arnes.si, prefacing the message with the person to whom it is addressed. The official email addresses of the employees of the Leon Štukelj Primary School Maribor are: name.surname@os-leon.si. E.g. natalija.anders@os-leon.si.

You can also come to talk to teachers during morning parent-teacher individual conferences. The timetable will be published on the school's website and in Parent's Agenda.

Individual parent-teacher conferences

Individual Parent-teacher conferences are held on the first working Thursday of the month at 17.00.



16. INTEGRATION AND COOPERATION WITH THE IB COMMUNITY

16.1. STUDY VISITS

Every school year there is a planned visit to other IB schools around Europe. This is to connect and collaborate with the wide IB community and also to empower teachers and students doing well in the IB programme. Those expenses are covered within the school fees.

16.2. PARENT VOLUNTEERING

We recognise parents as valued partners in the educational journey of every student. Meaningful collaboration between home and school strengthens learning, supports student well-being, and enriches the life of our school community.

Parents are encouraged to take an active role in school life by participating in school events, sharing their expertise and experiences, supporting learning activities, and volunteering in projects that enhance the educational programme. Through their involvement, parents contribute to creating a welcoming, inclusive, and internationally minded learning environment.

The school values open communication and collaborative relationships with families and seeks to provide opportunities for parents to engage in decision-making processes, community initiatives, cultural celebrations, and learning experiences that benefit all students. Together, we foster a strong community built on respect, shared responsibility, and a commitment to lifelong learning.

16.3. COOPERATION WITH THE MUNICIPALITY OF MARIBOR AND THE NOVA VAS DISTRICT

Cooperation takes place in all areas of the school's work and life. We give priority to:

- Improving the working conditions of the school,
- investment maintenance of the facilities needed for primary school activities,
- environmental protection and clean-up actions (science club, work campaigns),
- traffic safety,
- social problem students (subsidized meals and holidays),
- solving students' social problems (school community of students),
- the school provides a suitable venue for elections and referendums,
- participation in municipal events and celebrations,



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- organizing activity days.

16.4. COOPERATION WITH SPORTS ASSOCIATIONS

Students from our school also participate in various sports clubs in the local area and beyond. The school cooperates with them to provide exercise facilities in the school gym. The school will give the opportunity to showcase clubs that are new to the activity and want to attract students from our school to join their ranks.

17. Priority tasks for the school

Priority tasks remains a priority for our schools. We will continue to keep costs to parents as low as possible and the breadth and variety of activities will not be compromised.

We will maintain the activities of the UNESCO School, Eco-School as a Way of Life, Healthy School, Symbiosis School and Cultural School projects.

In the 2026/27 school year, we are planning lesson observations between teachers, which will focus on cross-curricular integration. After the observations, an evaluation of the lessons will be carried out.

Maintaining the health of students, staff and all those involved with the school will be a key priority for our school in the 2026/27 school year. We will follow the recommendations of the National Institute of Public Health, the Institute of Education and the Ministry of Education.

We are a part of the development team of the Leon Štukelj School which means we have one representative in each part of the developmental team:

- Learning and Pedagogical team: Mateja Vešnar
- Local community collaboration team:
- Development and innovation team: Tina Lešnik
- Care for the environment and sustainable development team:
- Promotion and Image of the school team: Nika Klaneček



18. SPACE CAPACITY, RENOVATION WORKS AND MAINTENANCE

18.1. SPATIAL CAPACITY

In the school year 2026/27, we will have 1 class in each grade, which is in line with the Ordinance on the Conditions for Establishing Public Schools, together with the national department with 2 classes in grade this school is then a 3 classes school altogether.

The internal facilities are good; however, due to the curriculum all classes are occupied most of the time. The outdoor play and sports areas are new and will provide further space for availability of classes in PHE. In order to ensure that students get enough exercise and adequate outdoor physical education in good weather, the outdoor sports areas and the outdoor classroom are used from time to time.

	Net internal area	Of which for sports education
Square metres	4703	701

	External - routes	External - Plantations, lawns	Sports pitches - asphalt	Sports pitches - grass	Other
Square metres	3454	14572	658	7200	342

With school year 2026/2027 we've opened up a second facility where Early Years and PYP 1 Grade are located. It's in kindergarten Oton Župančič on Oblakova ulica 5, 2000 Maribor. The capacity there is 2 classrooms of 60m² and lavatory and gym used by both departments.

18.2. RENOVATION AND MAINTENANCE WORK

We will take care of minor emergency repairs in classrooms, corridors, cloakrooms and the school playground. We will regularly inform the relevant departments at the Municipality of Maribor about the need for major investment and maintenance interventions. Renovation works financed by the Municipality of Maribor are usually carried out during school holidays, while maintenance works are carried out throughout the year.

The music room floor is in need of renovation as the parquet floor is currently in a very poor condition. In the school year 2025/2026, the walls have been repainted and the library has been rewalled as to set in



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enough space for the class of international department.

Together with the Municipality of Maribor, we are in the process of negotiating and preparing the project assignment for the extension of the Leon Štukelj Maribor Primary School (sports areas, expansion of school premises), as this is necessary for the launch of the International School at the Leon Štukelj Maribor Primary School. We will ask the Municipality of Maribor, as the founder and owner, to finance the activities.

19. MONITORING AND IMPLEMENTATION OF THE ANNUAL WORK PROGRAMME THE ANNUAL WORK PROGRAMME

The implementation of the annual work plan will be communicated to the School Council and the Parent Council at regular meetings with the school management.

The implementation of the annual work plan is monitored and analysed on a monthly basis at the pedagogical conferences and by all the planning bodies of the school. They are obliged to bring to the attention of the School Council and the Head of School any obstacles that prevent the implementation of major tasks. The head teacher shall report to the school council at least twice a year on the implementation of the annual work plan.

A comprehensive review and analysis will be made at the end of the school year in the Annual Report of the School. The Annual Work Plan was discussed and adopted at the School Council meeting on