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SOCIAL REPORT 2022 - 2023

Scuola dell'Infanzia e Scuola Primaria Paritaria, Middle School



laFlag S.r.l. Impresa Sociale

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Cod. Mecc. Primaria PV1E008004 -Decr. U.S.R. LOMB. 07-11-2003-

Cod. Mecc. Infanzia PV1AL05007 -Decr. Miur n.500 del 16-06-2015-

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PREMISE

The Social Report presents the life and reality of schools. The various facets of the educational, project and cultural actions promoted by the school find in fact, with the Social Report, place in the school community, in its territory and in society; the objective is to clarify to users, in its whole, the conception, the essence and the objectives of our school, both with regard to the activities being carried out and to future goals, to be achieved with commitment in the coming school years.

This document, in fact, is an act of social responsibility, through which the Institute gives an account to society and to the territorial realities of the activities carried out and their results; Nevertheless, the Social Report is an opportunity to clarify the resources used for these noble purposes, promoting transparency and the soundness of the work of the school in the territory. It is a matter of connecting and making readable to all what the school aims to do, what it really does and the following results.

This document has been constructed in a deliberately simple way, so that it does not present itself as a mere and cold list of data, but on the contrary, an element of easy consultation and understanding. The aim is that this tool can be an opportunity for discussion and debate with subjects that operate both inside and outside the school, to improve the planning and the service provided.

The purpose of drawing up the Social Report is to encourage and communicate, to create a good synergy that encourages the development of activities in the territory. In this regard, the social balance aims to create a strategic activity for the evolution of a system, a "school system" that works in symbiosis and synergy not only with the educational realities of Pavia and mainly of the South of Milan.

We appeal to all those who, with the intention of a partnership, can compete from the inside or outside to the construction of a co-responsible school system.

Flag school, in its 20 years of experience, searched and then found the way to create a space in which we invest our economic and professional resources, especially in a reality that wants to orient towards a joint responsibility of the families and the school towards our school project; first and foremost, the school is an educational project and a project for the growth of the children, that are not only considered as simple students but like the future citizens of the world. Future citizens capable of having relationships with the means they learn, for instance the knowledge of the English language and especially the capacity of having relationships in an adequate, productive way and in different and evolving settings. Keeping this in mind anyone who forms part of the school or simply gravitates around it can become an applicant and a beneficiary.

To sum up the services we offer are:



Nursery

2-year-old kids. It is an alternative to the traditional kindergarten.



Kindergarten

It welcomes kids from 3 to 5 years old. It is an officially recognized school by the decree of MIUR 0000500 of the 16-06-2015



Elementary school

It welcomes kids from 5 to 11 years old. It is an officially recognized school by the URS LOMB of the 7-11-2003

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WHO WE ARE:

1. Flag wants to continue being an exciting school for the kids, where everyone feels its personal thoughts are being valued without judgemental learning outlines. The kids have the possibility of experimenting freely with their creativity, guided by the teachers that value their thoughts, helping them from a young age to work in group, to come out of each one's individualism, to compete in a healthy way and to comprehend how the strategies we elaborate in group are more credible, efficient, and gratifying for each one of us.
2. Flag will keep on being an unconventional school that aims at distinguishing itself in the educational offer for its dynamism and capacity of remaining current, with specific attention towards the kids' needs and an efficient communication with the new generations and with the adults of reference.
3. Flag is directed by a synergetic team that works on innovation, technology, and a new educational spirit, with the desire of making our educational offer as comprehensible and concrete as possible. We want to achieve an increasingly effective communication style.
4. Our spaces are another element that makes us unique in our territory.

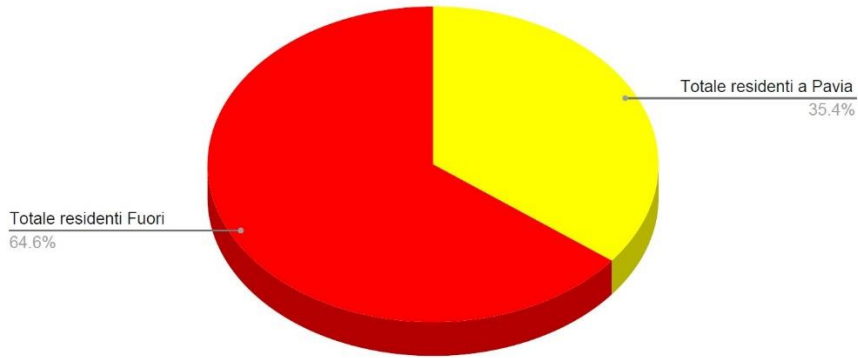
❖ Contextual data

Building:

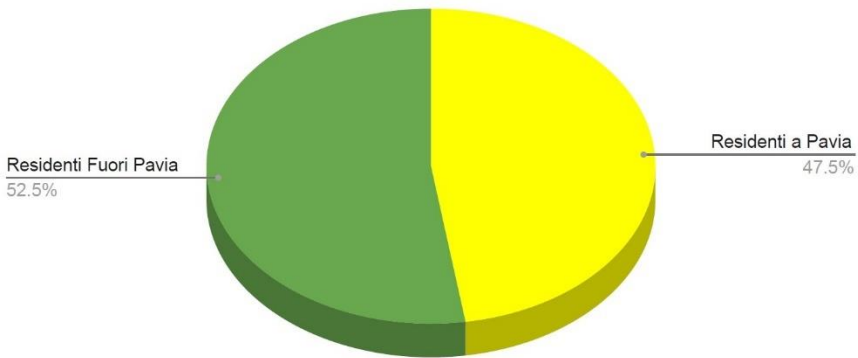
- 10 classrooms
 - 800 square meters, for the activities outside, of which 500 square meters of lawn where we do educational activities, athletic and of psychomotricity.
 - Amphitheatre with steps for lessons and drama outside
 - 2 psychomotricity classrooms, one only for kindergarten
 - Auditorium/ conferences/ theatre hall, with a stage
 - 2 canteens, one only for kindergarten
5. Flag was born 23 years ago, in May 2001. It is a secular, officially recognized and bilingual school. Since a lot of students have attended our school we can say we have received wonderful feedback from our former students, regarding especially the objectives achieved and the responsibility through which they manage the skills they learned.
 6. We remain a unique school in our territory and our tuition is certainly more competitive than other international schools or schools that define themselves as bilingual in our territory. Furthermore, we achieve an excellent relationship between teachers and students, way above standard unlike other private and public schools (see point 10).
 - 64.6% of our users are from outside the city.



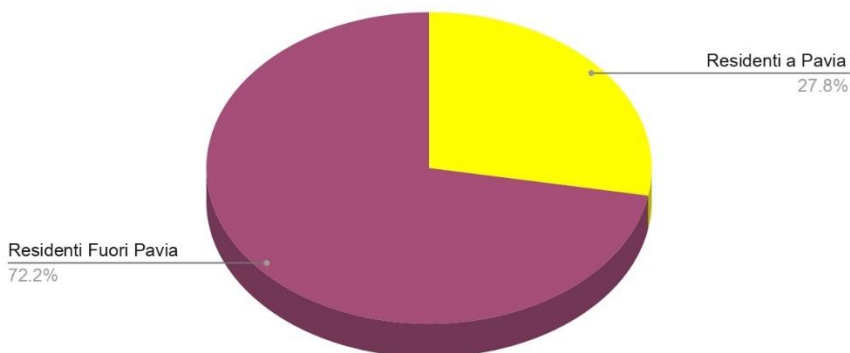
Anno Scolastico 2022-2023 (Elementary School e Kindergarten)



FLAG SCHOOL KINDERGARTEN 2022-23



FLAG ELEMENTARY SCHOOL 2022-23



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- We are the only Italian school inspired by Alfred Adler's educational principals. The former principals concern the respect towards the child's psychological development, the need to learn, inborn in each of us and the curiosity as a means of observation of reality. These principals also give value to the concept of encouragement.



8. The objective of our school is to develop in the kids the instinctive tendency towards creativity, stimulating curiosity and allowing them to experiment to discover. We want them all like little Galileo's, we support their desire of being productive, legitimizing their thoughts.
9. We are a school that uses inclusivity as a pedagogical and didactical mean. This allows us to deal with the kids in a stimulating and encouraging environment. Inclusivity is one of our fundamental objectives for all our students and of course also for the ones certified by the law 104, DSA e BES.
10. Every kid is special, has its own way of functioning, has its own evolutionary path. The task of the school is to know how to observe and recognize their different rhythms, knowing that this difference is a positive element and ensuring them that their differences will be valorised in its uniqueness, while gaining the ability to be in a group.

❖ **Contextual data**

Teachers:

- Kindergarten 12 teachers, 1 teacher every 6 children
- Elementary 13 teachers

❖ **Our teachers:**

- ✚ Every teacher has a specific qualifying title for the phase of schooling they work in.
 - some of our Italian teachers have a double qualifying title: for kindergarten and for elementary school.
 - we have teachers that are facilitated to be support teachers.
 - we also have teachers who graduated in psychology
- ✚ Regarding the English language and German at elementary school we have:
 - native speaking english teachers
 - a native speaking german teacher
- ✚ Regarding the English language at kindergarten, we have:
 - native speaking english teachers

All the foreign teachers have an equivalent degree that allows them to teach, or they have a degree recognized by the Ministry.



We use innovative educational strategies unlike other traditional school.

❖ **Some examples:**

1. Teachers do not use desks and blackboards, they work with the kids, in circle time. We have eliminated the traditional blackboards and the very popular LIM, and we have equipped the classrooms with state-of-the-art interactive panels. We do not love the basic frontal lecture.
2. We do lessons in the classrooms, in the gym and in the garden. Our concept of a classroom is deconstructed. School is experienced by the kids like a place where you enjoy yourself not where the adults impose a rigid scheme that the little ones must follow.
3. We do not give traditional disciplinary notes.

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4. We deal with conflicts with the “thinking room”: a space where each child is free to talk about his or her feelings, without feeling judged, but with the possibility of being guided by an adult that knows how to deal with the situation and is part of our staff. We guide them to understand it is important to respect rules as a protective boundary.
5. Student assessment is managed in accordance with Ministerial Decree 172 of December 4, 2020, which eliminated numerical grades for Primary School, replaced by four levels of learning: Advanced, Intermediate, Basic, and In the process of initial acquisition. To express the evaluation organized in the four levels provided by the new regulations, teachers will consider a series of observations that consider these aspects: schooling, behaviour and developmental trend, effort and participation, material management, attention and learning, experiences and acquired skills. Teachers believe that assessment, in addition to providing information on results, serves as guidance, self-awareness, appreciation of abilities, and a formative use of mistakes and failures.
6. The use of technology and multimedia tools is continuously updated, with the objective of bringing closer the students that were born in the digital era and the teachers that need to learn and keep on trying to use as best as they can these new technologies. The introduction of the interactive panels offers the students the maximum technology with the objective of learning since a young age how to use them properly. This technological push also betters the possibility of making the class inclusive.
7. The teachers constantly follow updating courses, organized by the school or included in the international education system, in order to create a new didactical language, unique in its kind.
8. The teachers are evaluated every year regarding their capacities to adequately follow the educational principals of the school and the correspondence to the needs of the students and the families. The team is evaluated every year in order to guarantee the elevated educational standards described in the P.T.O.F. The team of teachers, every year, must approve the evaluations administered by the school.
9. The school is for us a dynamic place, in continuous evolution.
10. Our work of discussion and comparison is constant in order to make sure that the teachers really work in group and keep progressing.
11. Flag has, in fact, a unique didactical approach, that unites the value of our culture, the linguistic necessities, scientific, technological and of communication in our world.
12. Unlike other schools, catholic or secular, Flag is never the same; it is a school attentive to changes, we want to keep evolving and changing to stay ahead of the times.
13. Our kids train to become the future citizens of the world. Since a young age they build a curriculum of skills that they can use internationally:
 - ❖ Regarding the English language in the 3rd, 4th, and 5th grade they have the first three internationally recognized exams:
 - *Starters*
 - *Movers*
 - *Flyers*
 - They are all Cambridge University exams, Flyers corresponds to KET, the first international certificate required in a lot of high schools and universities.



- For the German language in the 5th grade, they have the Fit in Deutsch 1, international certificate of the Goethe Institute, another exam in the university curriculum.

14. Most of the programme is done in English with native English speaker teachers.

15. The kids do subjects that are not in the educational plan of traditional Italian schools, for instance drama, one of the many subjects done in English, an exciting subject very useful in order to practice the language.

16. English is not perceived as a foreign language;

- It is a language as important as Italian. The kids learn to read, write, and study in English and Italian.
- The first language perceived as foreign is German.

What we have described since here is valid also for our kids at Nursery and Kindergarten that since their two years of age have the opportunity of taking advantage their cerebral predisposition toward learning, something that has been proven by the neurosciences regarding languages.

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WHAT DO WE DO:

❖ The offer

The peculiarity of Flag school is the didactical approach, that takes into consideration the uniqueness of every child and takes advantage of their natural predisposition of integrating in the school environment. The collaboration between teachers and psychologists allows to create a serene school environment, that better orients the development of different skills. It is an approach that values the thoughts of teachers and children while constantly researching a synergy and dialogue with the families.

In addition to the teachers the school has 7 people that deal with the administration, the services, and the management.

Another staff of 8 people deals with building maintenance, the cleaning of the canteen and the technological devices.



Nursery

The Nursery offers two-year-old kids the opportunity to have a part-time or full-time insertion.

Unlike other nurseries, our school works in an Anglo-Saxon style, on the basic autonomy of the children.

Some examples:

- We do not have highchairs
- We do not have bibs
- We do not use feeding bottles
- In accordance with the families the kids abandon in the shortest time possible diapers and pacifiers.

The kids are managed by:

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- Native English speaker teachers, as we have said, it is now demonstrated the effectiveness of the early exposure to languages. The children often don't speak clearly at this age, but they have the capacity of comprehending the language.
- Italian psychologists, that support the English teachers, specifically deal with the insertion in the school and the detachment from mothers; in fact, when the children cry for the detachment, the consolatory language is Italian.

The service is dealt with in the following way:

- Full-time: from Monday to Friday from 8:30am to 4:30pm.
- Part-time: from Monday to Friday from 8:30am to 1:00pm.
- On request: pre and post school. It is possible to enter the school at 7:30am and to stay until 6:30pm.
- Lunchtime: the kids eat at school with the teachers. It is possible to follow different diets for certified reasons.



Kindergarten

Kids from 3 to 5 years old.

Unlike traditional kindergartens, the school works, in an Anglo-Saxon style, on the evolution of the autonomy of the children.

The kids are managed by:

- Teachers of native English speakers. The teaching is structured in a way that takes advantage of the natural predisposition of the kids towards learning. The recreational activities allow the students to obtain, in a fun way, solid language skills.
- Italian teachers, supporting English teachers, they specifically take care of projects referring to the ministerial regulations for officially recognized schools.

The service is structured as it follows:

- Full-time: from Monday to Friday from 8:30am to 4:30pm.
- On request: pre and post school. It is possible to enter at 7:30am and to stay until 6:30pm.
- Lunchtime: the kids eat at school with their teachers. It is possible to follow different diets for certified reasons.



Primary school

Flag selects teachers that can operate in teamwork: every class has at least a group of six teachers that operate with authority and autonomy, they work in team between them, allowing the kids to feel like in a little gym in which everyone can experiment and discover different subjects with the opportunity of talking with different interlocutors.

Being an officially recognized school, we respect the didactical indicators of our educational system, but we go far beyond.

To reach a balance between the two languages we consider fundamental, Italian and English, a lot of subjects are in English: music, drama, art, computer science and physical education; other subjects are done in parallel in the two languages: mathematics since the 1st grade, from 3rd grade, science,



geography and history strengthening the English hours and enriching the Italian programme.

All the teachers follow a continuous training; their personal skills are integrated towards the methodological choice of the school.

Our field trips are extraordinary unlike other traditional school, both private and public, we make sure there is a strong educational value and that they are related to the annual programme. Every year the students do at least two experiences abroad or at least using the languages they learn in order to experience the educational and social international context to then become our future citizens of the world. Clearly because of the pandemic during these years we haven't had the possibility of going abroad. We hope that we will be able to do these kinds of experiences as soon as possible.

We choose to learn from Adler's educational principals, exposed the past century (A. Adler 1870-1937), but still incredibly modern and actual in the educational field. As a school inspired by Adler on our national territory, we are unique, unlike the school in Germany, France, Austria and America where there are schools inspired by the same educational principals since they exist in a more open-minded school system, unlike the Italian, towards experimentation and creativity.

Another unique characteristic in our educational territory, is the hour of prosociality, recently renamed as "the hour to think"; it is managed by a skilled psychologist, the objective of the hour is to allow the kids to obtain a higher capacity in dealing with their emotions, starting from the experiences that the students tell us or from what happens.

The programme is very flexible, and it is adapted every year to the particularity, the needs, and the interests of every class.

The "room to think" is an educational strategy; it is used every day, when needed, by the school. The school staff intervenes to allow the kids to reflect and cheer up every student or group in an emotional conflict.

In line with the Adlerian principals, the school doesn't use the classic disciplinary note on the diary regarding the behaviour of the students. The "room to think" resolves and allows the students to be responsible. The child is an active subject that, participates, evolves, growing his/her autonomy and sense of responsibility. The communications to the parents, are done when the school finds it necessary, with the objective of informing the families and/or proposing synergic interventions for the child.

Recognizing the emotions we feel, knowing how to legitimize them and giving them a name are all important elements for the personal growth of each person, in order to develop empathic behaviours. The school wants to work so that the adults also use this way of communicating in an empathic and constructive way.

The service is structured as it follows:

- Full time: from Monday to Friday from 8:00am to 4:00pm.
- On request: pre and post school. It is possible to enter at 7:30am and to stay until 6:30pm.
- Lunchtime: the kids eat at school with the teachers. It is possible to follow different diets for certified reasons.

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Timetables for languages: Italian, English, German

SUBJECTS TAUGHT IN ITALIAN					
Subjects	1st	2nd	3rd	4th	5th
Italian	9	9	5	5	5
Civic education	1	1	1	1	1
Mathematics, geometry	3	3	2	2	2
History	1	1	1	1	1
Geography and science	1	1	-	-	-
Geography	-	-	1	1	1
Science	-	-	1	1	1
Ed. to image	-	-	-	-	-
Prosociality	1	1	1	1	1
*Religion (not mandatory)	1	1	1	1	1
	17	17	13	13	13
SUBJECTS TAUGHT IN ENGLISH (SECOND LANGUAGE) BY NATIVE ENGLISH SPEAKERS					
Subject	1st	2nd	3rd	4th	5th
English – second language	3	3	3	3	3
Maths	2	2	3	3	3
Reading	1	1	-	-	-
History	-	-	1	1	1
Geography	-	-	1	1	1
Science	-	-	1	1	1
ICT – Information & Communication Technology	1	1	1	1	1
Music	1	1	1	1	1
PE - Physical Education	2	2	2	2	2
*Art	2	2	1	1	1
*Drama	1	1	1	1	1
	13	13	15	15	15
SUBJECTS TAUGHT IN THE THIRD LANGUAGE BY A NATIVE GERMAN SPEAKER					
Subject	1st	2nd	3rd	4th	5th
*German language- third language	-	-	2	2	2



During the last years it was of great help developing synergy with the parents.

It is important for us to underline how many parents have made available their skills and professionalism to contribute to the development and the growth of our school.

The school intends to take into serious consideration the ideas of the families with a critical and purposeful spirit, always in the interest of the development not only of the school, but also the welfare of the kids.

The science laboratory with custom furnishing and an interactive monitor that transforms into a table that allows the kids to observe scientific phenomenon and the execution of scientific experiences in chemistry, biology, physiology, physics (mechanic, electricity, magnetism, optic, acoustic). The modular system allows to be enriched and done following the educational needs. The development of experiments is guided in every phase thanks to the manual through which it will be easy to demonstrate the physical principals demonstrated. The single experiment is completed with the theoretical description of the principals demonstrated, mathematical formulas and the recollection of experimental data. Everything is thought to offer, since primary school, exciting concrete skills, that make the kids enthusiastic.

Below some examples:



ACOUSTIC – the students can analyse and observe up close, the fundamental principles of acoustic thanks to the study of the propagation phenomenon of mechanical waves in the air and their influence on close bodies. Included in the experience the school supplies all the necessary tools and a useful manual in order to do different experiments that deal with different subjects such as:

- ❖ - the propagation of mechanical waves in the air;
- ❖ - mechanical waves generator: the Diapason;
- ❖ - the frequency of a mechanical waves;
- ❖ - the phenomenon of the resonance;
- ❖ - the phenomenon of the acoustic beat;



THERMODYNAMIC – the fundamental principles of thermodynamics thanks to the study of the phenomenon of the expansion of different materials present in nature, in addition to the evaluation of the thermal conductivity. Included in the experience the school supplies all the necessary tools and useful manual to do up to 15 experiments that deal with subjects such as:

- ❖ - heat transmission;
- ❖ - thermic isolation;
- ❖ - thermal balance of heterogeneous liquids;
- ❖ - the specific heat of solids;
- ❖ - the measure of the constant of a specific time of a thermometer;



OPTICS – the fundamental principles of optics thanks to the study of refraction and reflection phenomenon, the behaviour of lenses and much more. Included in the experience the school supplies all the necessary tools and useful manual to do up to 15 experiments that deal with subjects such as:

- ❖ - the focal length;
- ❖ - the equations of subtle lenses;
- ❖ - the enlargement;
- ❖ - the mixture of light radiation;
- ❖ - optic systems: microscope and telescope;
- ❖ - the prism: composition of light;
- ❖ - shadow and semi-darkness.



ELECTRICITY – the fundamental principles of electricity through the construction of circuits with resistors in series and in parallel, the knowledge of the basic electrical components, the measure through multimeters of current and tension in an electrical circuit and much more. Included in the experience the school supplies all the necessary tools and useful manual to do up to 15 experiments that deal with subjects such as:

- ❖ - basic components of an electrical circuit;
- ❖ - circuits in series and in parallel;
- ❖ - power and tension splitters;
- ❖ - measure of current and tension in an electrical circuit.



SCIENCE- the fundamental principles of Chemistry, Biology and Anatomy, through the study of acids and bases, electrolysis and osmosis and much more. Included in the experience the school supplies all the necessary tools and useful manual to do up to 15 experiments, 5 for each subject, that deal with subjects such as:

- ❖ CHEMISTRY
 - - principle of mass conservation;
 - - study of acids and bases with use of a pH-meter;
 - - principle of electrolysis;
- ❖ BIOLOGY
 - - principle of osmosis;
 - - principle of capillarity;
 - - principle of chromatography;
 - - principle of germination;
- ❖ ANATOMY
 - - Anatomy of animal and vegetal cells;
 - - Anatomy of the human body;
 - - Anatomy with the microscope of insects;
 - - Anatomy with the microscope of plants.



ELECTROMAGNETISM – the fundamental principles of electromagnetism thanks to the study of magnetic force generated from permanent magnets and the analysis of electromagnetic fields with the observation of the attraction and repulsion phenomenon. The attraction and the repulsion of electrified bodies with surface-induced accumulation of electrical charge by friction or rubbing. Included in the experience the school supplies all the necessary tools and useful manual to do up to 15 experiments that deal with subjects such as:

- ❖ - functioning of the compass;
- ❖ - the behaviour and composition of magnets;
- ❖ - magnetic fields and their effects;
- ❖ - the principle of electrification of bodies;
- ❖ - positive and negative electrification;
- ❖ - electrification techniques through rubbing;
- ❖ - electrification properties of materials: ebonite bar, glass and plexiglass;
- ❖ - the pendulum.



Main innovative elements (Summary of the self-assessment report) for 2022/2023



Certified ISO 9001

In December 2021 our school achieved this goal; a recognition of which we are proud. Flag school has always been synonymous of quality in the organization and procedures; we have been certified for our modus operandi. We work to always ensure a service of excellence to our families and our children.



Continue to use the new method of study for English; the adoption of the new integrated learning system has in fact given excellent results that will only increase in the next school year.



Improvement of the programming of the disciplines of anthropology, History, Geography and Science, which in our school are carried out in parallel also in English (History, Geography and Science).



Improvement of the contents inserted in the services side to the didactics also on the base of the experience of the first two years of After School Program and thanks to the new technological equipment.



Use in all classes of Interactive Panels



Use for children of PCs provided by the school



Classroom equipped as a laboratory, available to both primary and kindergarten students.



The Gymnasium and the Canteen of the Primary School ("Fabbrica" building) have been equipped with air conditioning system that also offers the function of cleaning and regenerating the air; the treatment is essential in order to stop any viral particles that can be transported in the recirculation flow.

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