EDUCATIONAL PROJECT

QUADRENNIUM 2018 - 2022

Data Sheet

Title

Educational Project of the Schools' Cluster of Albergaria-a-Velha[TN1]

Editor

Schools' Cluster of Albergaria-a-Velha

R. Américo Martins Pereira

3850-054 Albergaria-a-Velha

direccao@aeaav.pt

234 529 680

Review

Dr. Graça Pires

Authors

The team responsible for the elaboration of the project.

Graphic Design

Teacher Elsa Ferreira

Graphic Execution

SCAAV Reprography Service

Translation funded by:

FUNDO ASILO, MIGRAÇÃO E INTEGRAÇÃO

Index

INTRODUCTION 4

I. MISSION..... 5

II. VISION..... 5

III. VALUES..... 5

IV. CHARACTERIZATION OF THE EDUCATIONAL TERRITORY..... 6

4.1. The Schools' Cluster of Albergaria-a-Velha 6

4.2. The Context 6

4.3. Socio-educational Indicators.....6

4.4. Schools of the Cluster 7

V. ORGANIZATIONAL STRUCTURE 8

VI. THE EDUCATIONAL COMMUNITY 9

6.1. Teaching Staff.....9

6.2. Non-teaching Staff 9

6.3. Student Population 9

6.4. Parents', Guardians' Qualifications and Socio-professional Situation.....11

VII. RESULTS..... 12

7.1. Success rate per school year.....12

7.2. Educational Underachievement, School Dropout and Absenteeism Analysis.....13

VIII. SPECIALIZED SUPPORT SERVICES – INCLUSIVE EDUCATION 14

IX. EDUCATIONAL AND TRAINING OFFER..... 15

9.1. Other educational offers.....16

X. PARTNERSHIPS, PROJECTS E CLUBS..... 17

10.1. Partnerships. 17

10.2. Projects and Clubs 18

XI. SWOT ANALYSIS..... 19

XII. ACTION PLAN..... 21

XIII. GENERAL OBJECTIVES 22

13.1. Definition of the general objectives 22

XIV. MONITORING AND EVALUATION 23

XV. COMMUNICATION AND DISSEMINATION OF THE PROJECT 23

REFERENCES..... 25

ANNEXES 26

A – IMPLEMENTATION OF THE ACTION PLAN 27

INTRODUCTION

The 2018-2022 Educational Project design emerges from a systematic, participatory and sustained process of action/reflection, based on the monitoring and evaluation of the work carried out, active listening of the community and partners involved, and an external evaluation process. This, in turn, will allow to redefine the Schools' Cluster's profile and strengthen the engagement and commitment of the educational community towards a project which seeks to provide identity, be shared, and be diverse simultaneously. Thus, taking into account as references the Students' Profile by the End of Compulsory Schooling, The National Strategy for Citizenship Education, and what is stated on the Decree-Law No 55/2018 of July 6, we intend our educational project to assert itself as:

- An instrument of innovation and change, an aggregator of wills and efforts, which is able to combine national educational policy interests with the schools' cluster's factual needs and the responsibility for its implementation.
- An effective response to the educational community's needs, scaffolded by and built on the sequence of different perspectives on the organization and its functioning, sustained by the Will and the Knowledge of each educational partner.
- Implementing an educational policy centered on the individual and human dignity and that promotes the construction of a humanist-based profile that guarantees equal access and opportunities and the right to learning and academic success.
- The guarantee of a truly inclusive school promoting better learning for all.
- The promoter of skills development to face the new challenges of society by providing young people with the necessary skills and tools to solve complex problems.
- The promoter of skills to question established knowledge, integrate emerging knowledge, and communicate effectively.
- The promoter of curriculum crossover, based on the principle that each one contributes to developing all the areas of competence of the Students' Profile by the End of Compulsory Schooling.

We intend to build a realistic and feasible document. One that defines a set of goals and courses of action that follow the principles and stimulate the development of the areas of competence embodied in the guideline document aforementioned[1]

[1] Students' Profile by the End of Compulsory Schooling

I. MISSION

The Schools' Cluster's mission is to find the appropriate solutions to provide a public education service, based on four pillars that must be understood in their various relationships and implications: **Learning to Know, Learning to Do, Learning to Live Together, and Learning to Be**. The ultimate goal is to develop autonomous and active citizens, able to adapt to the new social and professional challenges by harnessing a lifelong learning approach.

II. VISION

With the eyes set on the future, to bring out the best in everyone it is necessary to adopt a perspective of all-round development of young people. This implies that the young person is perceived as a citizen that is:

- Free, autonomous, responsible, self-conscious, and aware of the surrounding world;
- Knowledgeable of multiple literacies which allow him/ her to analyze and critically question reality, assess and select information, formulate hypotheses and make decisions based on his/ hers everyday life;
- Able to deal with change and uncertainty in a fast-paced changing world;
- Able to recognize the importance and the challenge jointly offered by the Arts, Humanities, Sciences, and Technology to develop the social, cultural, economic, and environmental sustainability of the country and the world;
- Able to think critically and autonomously, as well as in a creative manner; able to work collaboratively and has communication skills;
- Fit to continue lifelong learning, and regards it as a critical factor in their personal development and social participation;
- Able to know and respect the fundamental principles of a democratic society and the rights, guarantees, and freedoms on which it is based upon;;
- Someone who values the respect for human dignity, the exercise of full citizenship, solidarity with others, cultural diversity, and the democratic debate;
- Someone who rejects all forms of discrimination and social exclusion.[2]

[2] [2] In "Students' Profile by the End of Compulsory Schooling.

III. VALUES

The following are the reference values of this educational project:

- Responsibility and integrity;
- Commitment;
- Curiosity, reflection and innovation;
- Citizenship and participation;
- Freedom.

IV. CHARATERIZATION OF THE EDUCATIONAL TERRITORY

4.1. The Schools' Cluster of Albergaria-a-Velha

The Schools' Cluster of Albergaria-a-Velha was constituted on June 28, 2012, by dispatch of the Secretary of State for Education and School Administration and covers four civil parishes: Albergaria-a-Velha and Valmaior, Alquerubim, Angeja, S. João de Loure and Frossos.

It is composed by the Secondary School of Albergaria-a-Velha (SSAAV), the Basic School of Albergaria-a-Velha (BSAAV), the Basic School of São João de Loure (BSSJL), the Kindergartens and Basic Schools of the 1st Cycle of the civil parishes of Albergaria-a-Velha and Vale Maior, Angeja, S. João de Loure and Frossos, and Alquerubim.

4.2. The Context

The Municipality of Albergaria-a-Velha has the advantage of being well served by road infrastructures that cross it. It is a strategic stopping point for European, national, and inside the council transports. This geostrategic position has allowed the constitution of a healthy and well structured industrial area that is taking advantage of its location to market its products.

The south of the municipality is characterized by the fertility of the fields bathed by the rivers Caima and Vouga, favoring agriculture and cattle raising. The secondary sector is the most represented, with 56.2% of the active population taking part in it, mainly due to the fact that the municipality is set in a region with strong industrial traditions. The primary sector occupies only 13.6% of the active population while the tertiary industry 30%. Among the most noticeable economic activities in the secondary sector is the manufacturing industry (74%). The manufacturing of metal products, primary non-ferrous metal industry, textile industry, and wood industry stand out in the area. Companies are predominantly small and medium-sized - 75% use a working force constituted by less than 20 workers. The manufacturing industry is mainly concentrated on the civil parishes of Albergaria-a-Velha and Branca; these hold 90% of the work posts.

In the municipality, the most practiced activities in the secondary sector are casting, confection, metallomechanics, manufacturing of various equipment, wood processing, paper manufacturing, furniture manufacturing and restoration, ceramic production, among others. The civil parishes are served by regular passenger transports, which are also leased for students' transportation during school terms.

4.3. Socio- educational Indicators

Considering the Official Census of the Portuguese Population (2011), since the last census in 2001, the municipality population had a variation of 2,5% (from 24638 inhabitants to 25252).

The percentage of children up to 14-years old had a variation of -6.5% and -26% for young people up to 24- years old, 8% in what regards adults up to 64 years of age, and 22% in what concerns adults 65 years old and up. The illiteracy rate was at the time 4.2%

Finally, according to PORDATA data, there is still a decreasing trend in the municipality's population, presently 24,528 inhabitants.

4.4. Schools of the Cluster

Typology of the Educational Establishments	Educational Level(s)
Pre-school Education	• Kindergarten of Albergaria-a-Velha
	• Kindergarten of Frossos
	• Kindergarten of Pinheiro
	• Kindergarten of S. João de Loure
	• Kindergarten of Sobreiro
	• Kindergarten of St António
1st Cycle of Basic Education	• Basic School of Sobreiro
	• Basic School of Cruzinha
	• Basic School of Igreja
	• Basic School of St António
Educational Centers (Pre-School and 1st Cycle of Basic Education)	• Educational Center of Alquerubim
	• Educational Center of Angeja
Basic Schools (1st, 2nd and 3rd Cycle of Basic Education)	• Basic School of Albergaria-a-Velha (1st and 2nd CBE)
	• Basic School of S. João de Loure (1st, 2nd and 3rd CBE)
3rd CBE and Secondary Education	• Secondary School of Albergaria-a-Velha (headquarters)

Table 1- Identification of the educational establishments of the Schools' Cluster.

The Schools' Cluster of Albergaria-a-Velha, which covers the entire municipality, comprises fifteen education and teaching establishments: six kindergartens, four basic schools with pre-school and 1st cycle education, two basic schools with 1st cycle, one basic school with 1st and 2nd cycles of basic education, one basic school with 1st, 2nd and 3rd cycles and one secondary school with 3rd cycle (the headquarters school).

V. ORGANIZATIONAL STRUCTURE[3]

[3] **V. Organizational Structure, Map Description (orientation left to right, top to bottom)**

General Council

Director

Pedagogical Council

Curricular Departments

- Pre-school Department - Group 100
- 1st Cycle Department - Groups 110 and 120
- Languages Department - Groups 210, 220, 300, 330 and 350
- Expressions Department - Groups 240, 250, 260, 530, 600, 620 and 910
- Mathematics and Experimental Sciences Department - Groups 230, 500, 510, 520 and 550
- Social Sciences and Humanities Department - Groups 200, 290, 400, 410, 420 and 430

Administrative Council

Administrative Services

Sub-director

- Basic School of S. João de Loure;
- 3rd Cycle;
- Monitoring and supervising the constitution of the 3rd Cycle classes;
- Read and sign minutes of the 3rd Cycle pedagogical structures;
- Call and preside meetings that the sub-director deems necessary to the smooth operation of the various areas he/she supervises/ coordinates;
- Discipline (Multidisciplinary Team, Conflict Management, GAA);
- Monitor and manage the DGAE[TN7] teachers' recruitment platform and other human resources management platforms;
- Basic School of SJL facilities and equipment;
- School Libraries;
- *Parasaberes*;
- Adult Education and Training;
- Psychology and Guidance Services;

Deputy Director

- Pre-school;
- 1st Cycle Basic Education (CBE);
- Pre-school and 1st CBE Facilities and Equipment;

- Read and sign minutes of the Pre-school and 1st Cycle pedagogical structures;

- CEA (Curriculum Enrichment Activities)

Deputy Director

- Secondary Education / Professional Education;

- Monitor and supervise the constitution of secondary classes;

- Manage the national exams' platform;

- Read and sign minutes of the Secondary pedagogical structures;

- To proceed with the analysis and selection of proposals for the supply of goods or services, in particular for the buffet, stationery, reprography, hygiene/cleaning, and maintenance and repair services;

- Monitor public procurement procedures and the management of electronic platforms;

- Manage the rental protocols of sports facilities, auditorium, and others at the school's headquarters;

- School Social Action;

- Administrative Council/ All matters/ competencies of the Administrative Council, except those which by law are the competencies of the Director;

- Secondary School facilities and equipment;

- Personalised Support Office

- Non-teaching Staff.

Deputy Director

- Internal Evaluation;

- 2nd Cycle;

- Monitor and supervise the constitution of 2nd Cycle classes;

- Read and sign minutes of the 2nd Cycle pedagogical structures;

- To direct the security services at school in articulation with the local structure of the National Civil Protection Authority, the local territorial unit of the National Republican Guard[TN8] and with the Association of Volunteer Firefighters;

- Manage DGAE's platform for teaching and specialized staff recruitment purposes;

- Document Management;

- Manage DGAE's platform for hiring reserve recruitment of teachers / specialized staff;

- Special Education;

- Documentary management;

- School Sports;

- Basic School of Albergaria-a-Velha facilities and equipment.

Translator's Notes (TN)

TN1

Schools' Cluster of Albergaria-a-Velha - SCAAV (AEAAV, Agrupamento de Escolas de Albergaria-a-Velha). Schools' Cluster is an organizational unit constituted by schools of different educational levels (ranging from pre-school to secondary). The educational establishments share a joint pedagogical project, have autonomous management and administration bodies.

TN2

CEF - Curso de Educação e Formação de jovens (Education and Training Course for Young People).

TN3

Saltitar - hopping in Portuguese.

TN4

Chapinhar - splashing in Portuguese.

TN5

Optimizing - designated in the document by the expression "Maximizando."

TN6

Follow-up and Mediation Group - FMG (Grupos de Acompanhamento e Mediação, GAM).

TN7

DGAE - Direção-Geral da Administração Escolar; it is a state's regulating body for education (General Direction for School Administration)

TN8

National Republican Guard (GNR, Guarda Nacional Republicana)

TN9

MCRE - Moral and Catholic Religious Education

TN10

PHG - Portugal's History and Geography

TN11

ME - Music Education

TN12

FL - Foreign Language

TN13

WRT- Work-related training

TN14

BOM - Business Organization and Management

TN15

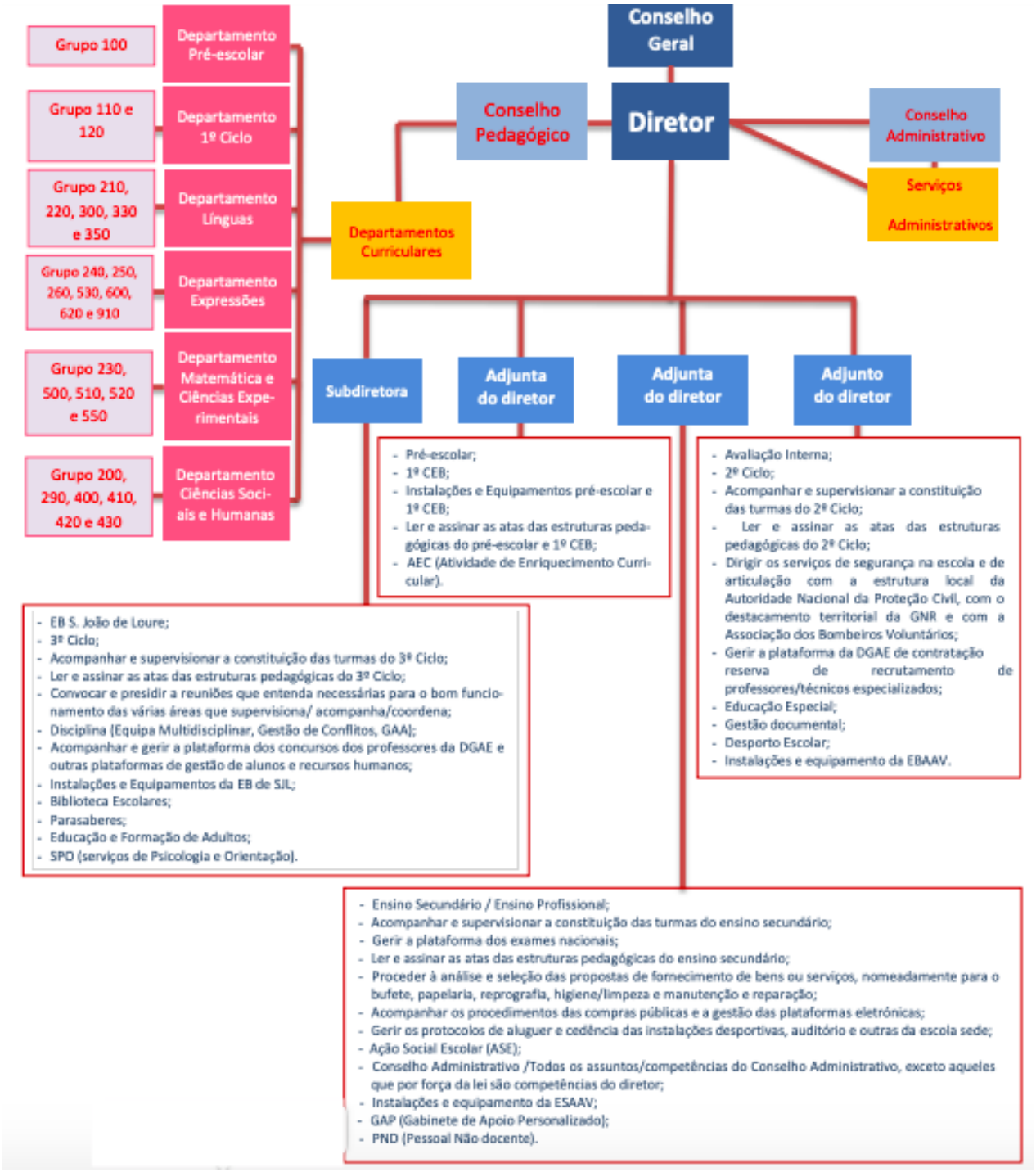
CPOS - Communication at the Point of Sale

TN16

HCA - History of Culture and Arts

TN17

DCA - Design, Communication, and Audiovisual


Conselho Geral
Diretor
Conselho Pedagógico
Conselho Administrativo
Serviços Administrativos
Departamentos Curriculares
Grupo 100
Departamento Pré-escolar
Grupo 110 e 120
Departamento 1º Ciclo
Grupo 210, 220, 300, 330 e 350
Departamento Línguas
Grupo 240, 250, 260, 530, 600, 620 e 910
Departamento Expressões
Grupo 230, 500, 510, 520 e 550
Departamento Matemática e Ciências Experimentais
Grupo 200, 290, 400, 410, 420 e 430
Departamento Ciências Sociais e Humanas
Subdiretora
Adjunta do diretor
Adjunta do diretor
Adjunto do diretor
- Pré-escolar;
- 1º CEB;
- Instalações e Equipamentos pré-escolar e 1º CEB;
- Ler e assinar as atas das estruturas pedagógicas do pré-escolar e 1º CEB;
- AEC (Atividade de Enriquecimento Curricular).
- Avaliação Interna;
- 2º Ciclo;
- Acompanhar e supervisionar a constituição das turmas do 2º Ciclo;
- Ler e assinar as atas das estruturas pedagógicas do 2º Ciclo;
- Dirigir os serviços de segurança na escola e de articulação com a estrutura local da Autoridade Nacional da Proteção Civil, com o destacamento territorial da GNR e com a Associação dos Bombeiros Voluntários;
- Gerir a plataforma da DGAE de contratação reserva de recrutamento de professores/técnicos especializados;
- Educação Especial;
- Gestão documental;
- Desporto Escolar;
- Instalações e equipamento da EBAAV.
- EB S. João de Loure;
- 3º Ciclo;
- Acompanhar e supervisionar a constituição das turmas do 3º Ciclo;
- Ler e assinar as atas das estruturas pedagógicas do 3º Ciclo;
- Convocar e presidir a reuniões que entenda necessárias para o bom funcionamento das várias áreas que supervisiona/ acompanha/coordena;
- Disciplina (Equipa Multidisciplinar, Gestão de Conflitos, GAA);
- Acompanhar e gerir a plataforma dos concursos dos professores da DGAE e outras plataformas de gestão de alunos e recursos humanos;
- Instalações e Equipamentos da EB de SJL;
- Biblioteca Escolares;
- Parasaberes;
- Educação e Formação de Adultos;
- SPO (serviços de Psicologia e Orientação).
- Ensino Secundário / Ensino Profissional;
- Acompanhar e supervisionar a constituição das turmas do ensino secundário;
- Gerir a plataforma dos exames nacionais;
- Ler e assinar as atas das estruturas pedagógicas do ensino secundário;
- Proceder à análise e seleção das propostas de fornecimento de bens ou serviços, nomeadamente para o bufete, papelaria, reprografia, higiene/limpeza e manutenção e reparação;
- Acompanhar os procedimentos das compras públicas e a gestão das plataformas eletrónicas;
- Gerir os protocolos de aluguer e cedência das instalações desportivas, auditório e outras da escola sede;
- Ação Social Escolar (ASE);
- Conselho Administrativo /Todos os assuntos/competências do Conselho Administrativo, exceto aqueles que por força da lei são competências do diretor;
- Instalações e equipamento da ESAAV;
- GAP (Gabinete de Apoio Personalizado);
- PND (Pessoal Não docente).

VI. THE EDUCATIONAL COMMUNITY

6.1. The Teaching Staff

The majority of the teaching staff is part of the Schools' Cluster's personnel. At the start of the 2017/2018 school year, there were 236 teachers, 51 men, and 185 women, ranging between 35 and 66. Currently, among all the teaching staff, 16 teachers are dedicated to Inclusive Education. It is also worth mentioning that 189 teachers are part of the Schools' Cluster's staff while 47 are contracted teachers. In terms of qualifications, 28 teachers have either completed a Master's or a Ph.D. degree.

6.2. The Non-teaching Staff

The non-teaching staff is comprised of eight administrative assistants and 69 operational assistants. Of these, 52 are under an indefinite employment contract regime for public functions' performance, and 17 are hired under a fixed-term contract. In addition to these, 28 municipality officers perform tasks within the field of pre-school education. In all, there are 87 women and ten men, aged between 27 and 65 years. In terms of academic qualifications, it should be noted that the majority of the staff members have completed the basic education.

6.3. Student Population

The SSAAV includes the following levels of education: pre-school education, 1st, 2nd, and 3rd cycles of Basic Education and Secondary Education, regular and professional education. There is a total of 1987 students in the schools' cluster. Among them, 51 are of foreign nationality, and 13 speak Portuguese as a foreign language. Table two presents students' distribution during the school years of 2015/2016, 2016/2017, and 2017/2018, taking into account the educational stage and their framing within inclusive education and school social action.

Education Cycle	School Year			Students with SEN			Other Nationality		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Pre-school	203	202	191	8	8	19	0	4	4
1st Cycle	675	654	649	61	54	56	2	15	11
2nd Cycle	260	272	300	34	41	45	0	9	13
3rd Cycle	433	417	411	60	55	56	5	15	14

CEF [TN2]	0	16	0	0	3	0	0	0	0
Vocational	52	17	0	0	4	0	0	0	0
Sec. Reg.	218	209	205	5	7	34	6	9	7
Sec. Prof.	155	178	231	3	4	---	2	1	2
Total	**1996**	**1965**	**1987**	**171**	**176**	**210**	**15**	**53**	**51**

Table 2: Overview of the distribution of the number of students between 2015 and 2018.

	Pre-school	1st Cycle			2nd Cycle			3rd Cycle			Total students BE
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	
17/18	191	166	147	147	189	147	153	137	137	137	**1551**
16/17	202	155	158	194	171	158	127	160	138	141	**1604**
15/16	203	145	206	172	169	139	135	150	154	146	**1619**

Table 3: Evolution of the number of students between 2015/2018.

The schools' cluster covers all the civil parishes of the municipality in what concerns secondary education, except for the civil parishes of Branca and Ribeira de Fráguas. It also welcomes students from nearby municipalities.

Putting into perspective the figures depicted in table three, it is possible to verify a decrease in the number of students enrolled, about 6%, reflecting the resident population's negative growth trend. Thus, the number of classes has also decreased over time.

Secondary Education						Total students Secondary and Professional Education
Regular			Professional			
10th	11th	12th	10th	11th	12th	

17/18	66	69	70	101	73	57	**436**
16/17	82	72	65	83	57	45	**404**
15/16	100	65	67	62	48	55	**397**

Table 4: Secondary Education Student Population between 2015/ 2018.

In what concerns secondary education, it is essential to point out that the aforementioned trend is not visible in this stage; there is even a tenuous growth in enrollments, particularly in vocational courses (table four).

It is also relevant to highlight the exponential growth of the number of students requiring financial support, as well as the growing number of students with special educational needs (SEN) and students who speak Portuguese as a Second Language.

	Pre-school			1st Cycle			2nd Cycle			3rd Cycle			Sec. Regular			Sec. Professional			Total		
Bands	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A POPH	B POPH	C	A	B	C
17/18		192		173	122	-	91	49	19	110	76	25	26	29	7	38	43	8	**438**	**319**	**59**
16/17		202		180	122	-	87	60	-	121	73	-	33	28	-	21	3	-	**442**	**286**	**0**
15/16		203		196	125	-	85	61	-	131	95	-	26	38	-	18	24	-	**456**	**343**	**0**
14/15		199		196	134	-	98	66	-	127	113	-	23	81	-	24	27	-	**468**	**421**	**0**

Table 5: School Social Action Beneficiaries between 2015 /2018.

Regarding school social action, the presented variation is attributed to the budgetary consolidation measures decided under the economic and financial adjustment program taking place during these years.

6.4. Parents', Guardians' Qualifications and Socio-professional Situation

The following table presents data concerning parents' /guardians' academic qualifications based on the collection of documental information, data on the MISI platform, and the analysis of outputs retrieved from socio-economic questionnaires answered by 4097 parents/guardians.

Academic Qualifications	Father	Mother
Higher Education	481	522
Secondary Education	404	430
Basic Education (2nd and 3rd Cycle)	880	917
Primary Education (1st Cycle)	198	141
Do not have any qualification	7	9
Unknown	77	31

Table 6: Parents' and guardians' qualifications.

Despite the parents' and guardians' low qualifications level, there has been an increase in the last years in the attainment of academic qualifications both at the secondary education and higher education levels. Hence, there are positive repercussions to be contemplated in the long term, mainly in what concerns young people's academic expectations.

VII. RESULTS

7.1. Success rate per school year

The following table presents data regarding success rates - the schools' cluster, and the national ones - during the triennium 2015/2018.

		Success Rate					
		2015/2016		2016/2017		2017/2018 [a)]	
	Year/Cycle	SCAAV	NATIONAL	SCAAV	NATIONAL	SCAAV	NATIONAL
1st Cycle	1st-year	98,50%	100%	98,70%	100%	-----	-----
	2nd-year	90,10%	91,1%	100%	92%	-----	-----
	3rd-year	96,30%	97%	100%	97,8%	-----	-----
	4th-year	96,90%	97,5%	99,40%	98%	-----	-----
2nd Cycle	5th-year	85%	93,2%	99,30%	93,30%	-----	-----
	6th-year	96%	93,3%	98,40%	93,90%	-----	-----
3rd Cycle	7th-year	91%	87,4%	96,60%	87,80%	-----	-----
	8th-year	97,20%	92%	100%	92,90%	-----	-----
	9th-year	94%	91%	98,50%	92,10%	-----	-----
Sec. Ed/ Professionai Courses	10th-year	85,39%/93,3%	84,5% / 98,4%	89,73%/98,73%	84,6%/91,06%	-----	-----
	11th-year	96,83%/100%	91,3% / 99,2%	92,86%/100%	90,9%/99,2%	-----	-----
	12th-year	73,85%/84,91%	68,1% / 65,9%	67,21%/95,35%	69,9%/72,3%	-----	-----

Table 7: The schools' cluster's and national success rates data, in the triennium 2015/2018.

a) For updated data go to Annexes.

On the whole, the success rate verified in the organic unit is higher than the one verified at the national level. This evolution is more visible in the first cycle, as put into evidence by the reference data.

7.2. Educational Underachievement, School Dropout, and Absenteeism Analysis

The current composition of the schools' cluster of Albergaria-a-Velha was constituted back in 2012/ 2013. The present educational project includes data referring to the triennium 2015/ 2018 - Tables eight, nine, and ten.

1st Cycle

	No. of Students			
	Enrolled	Retained due to underachievement	Risk of dropping out	Absenteeism
2017/2018 a)	------	------	------	------
2016/2017	654	2	0	1
2015/2016	692	31	0	0

Table 8: Number of underachieving students, at risk of dropping out and absenteeism in the 1st Cycle.
a) For updated data go to Annexes.

2nd Cycle

	No. of Students			
	Enrolled	Retained due to underachievement	Risk of dropping out	Absenteeism
2017/2018 a)	------	------	------	------
2016/2017	272	3	0	0
2015/2016	244	22	0	0

Table 9: Number of underachieving students ,at risk of dropping out and absenteeism in the 2nd Cycle.
a) For updated data go to Annexes.

3rd Cycle

	No. of students			
	Enrolled	Retained due to underachievement	Risk of dropping out	Absenteeism
2017/2018 a)	------	------	------	------

2016/2017	**450**	**5**	**0**	**0**
2015/2016	**431**	**223**	**0**	**1**

Table 10: Number of underachieving students ,at risk of dropping out and absenteeism in the 3rd Cycle.
a) For updated data go to Annexes.

Secondary Education

	No. of Students			
	Enrolled	Retained due to underachievement	Risk of dropping out	Absenteeism
2016/2017 a)	-----	-----	-----	-----
2016/2017	219	33	0	0
2015/2016	232	31	0	0

Table 11: Number of underachieving students, at risk of dropping out and absenteeism in secondary education.
a) For updated data go to Annexes.

Professional Education

	No. of Students			
	Enrolled	Retained due to underachievement	Risk of dropping out	Absenteeism
2017/2018 a)	-----	-----	-----	-----
2016/2017	185	2	0	0
2015/2016	165	9	0	0

Table 12: Number of underachieving students, at risk of dropping out and absenteeism in the professional education.
a) For updated data go to Annexes.

VIII. SPECIALIZED SUPPORT SERVICES - INCLUSIVE EDUCATION

The Inclusive Education Service is a resource of the educational community that develops its action from Pre-school education to secondary education. It aims to assess and respond to students' special educational needs to enhance their activity and participation in the school context. Furthermore it seeks to promote the transition to post-school life, from an equitable perspective while valuing the citizen in society. Its team is comprised of specialized teachers, technicians, and psychologists.

The publication of the Decree-Law No 54/2018, of July 6 reinforces the commitment to inclusive education as a process that aims to respond to the diversity of students' needs by increasing the participation of all in the learning process and the life of the school community. Thus, the SCAAV will follow the recommendations issued in the aforementioned Decree-Law in what regards principles, concepts, and measures concerning inclusive education.

IX. EDUCATIONAL AND TRAINING OFFER

The schools' cluster educational and training offer targets children and school-age young people, allowing them to complete compulsory education. The schools' cluster provides courses aimed at pursuing higher education studies, as well as courses directed to the integration in the labor market. It also offers adult education and training courses and certification of competencies for those who have prematurely dropped out of school or have not completed compulsory education.

The schools' cluster promotes an educational and training offer that responds to students' interests and social reality. It seeks to meet the municipality's and the region business sector's needs and strives for a teaching and learning process that develops qualified citizens who can ultimately contribute to a more developed society (Table 13).

Educational Level	Course
Pre-school Education	Pre-school Education
Basic Education	1st Cycle of Basic Education
	2nd Cycle of Basic Education
	3rd Cycle of Basic Education
Secondary Education	Sciences and Technologies
	Socio-economic Sciences
	Languages and Humanities
	Visual Arts
	Health Care Assistant
	Socio-cultural Animator
	Sales Technician

Professional Courses	Computer Systems Management and Programming Technician
	Industrial Maintenance Technician - Electromechanics
	Multimedia Technician
Qualifica Center	Adult training and qualification

Table 13: The schools' cluster educational and training offer.

9.1. Other educational offers

This group comprises curricular activities provided by the school, curriculum enrichment activities as well as family support actions.

Eductional Level	Educational Offer
Pre-school Education	**Entertainment and family support activities:** - Musicart; - Saltitar [TN3]; - Chapinhar [TN4].
1st Cycle	**Curriculum enrichment activities:** - Physical and sporting activity; - Creative Expression activities.
2nd and 3rd Cycles	**- Study Workshop (SW);** **- Learning Laboratory (LL).**
	"ParaSaberes": - Criarte; - IT; - Music and Rhythm; - Radio; - Robotics; - Theater; - Table tennis; - Chess.
	- School Sports

Table 14: Curricular activities provided by the school, curriculum enrichment activities, and family support activities.

X. PARTNERSHIPS, PROJECTS AND CLUBS

The network of partnerships, projects, and clubs in existence is organized and developed in articulation and fulfillment of the mission and vision of the SCAAV. The main goal is to promote the quality of education, and the schools' cluster in its various dimensions based on the guiding document earlier mentioned. 3

Tables 14 and 15 identify partnerships, projects, and clubs connected to the schools' cluster:

10.1. Partnerships

Entities	Objectives
Albergaria-a-Velha City Council	Facilitate student mobility by providing means of transport; Support the production of audiovisual content by keeping in close contact with the world of work; Logistic support, equipment-wise, on the development of and participation in national and international projects and competitions; Resource provisions for hygiene, cleaning, and maintenance of the pre-school and 1st cycle establishments of the cluster.
Municipal Library of Albergaria-a-Velha	Support with human and material resources the registration of the school libraries documentary fund; Promote/articulate reading engagement activities.
CCTIC - University of Aveiro	Support the promotion and guidance of projects in different areas of ICT.
Layer tech	Develop, in a work training context, multimedia and programming solutions for different platforms.
Family Support Centre and Parental Counseling	Monitor at-risk families in order to create the necessary conditions or enhance the provision of the resources required.
Child and Youth Protection Commission	Accompany at-risk students and their families.
Health Care Center	Develop health-related awareness activities and support the students in health issues.
Civil Protection/ Firefighters	Develop/collaborate in prevention and safety activities.

Security Force/ Safe School	▯ Support the schools' cluster in relation to school safety; ▯ Develop safety awareness activities with the school community.
Business and local commerce	▯ Promote pedagogical internships.
Parents' and Guardians' Association	▯ Collaborate in the implementation of projects and the annual plan of activities; ▯ Collaborate in the school-family relationship.
Universidade Católica Portuguesa	▯ Promote awareness-raising activities and professional development training for the schools' cluster teachers; ▯ Via an external expert, collaborate on the schools' cluster process of self-evaluation and in the design of supporting tools to enhance collaboration and implementation of the Educational Project.

Table 14: Partnerships developed by the schools' cluster.

3 Students' Profile by the End of Compulsory Schooling

10.2. Projects and Clubs

Educational Level	Project / Club	Objectives
All	Can alB	▯ Reconciling training and information more appealingly; ▯ Strengthen the bond with the region by being a means that creates knowledge synergies between different communities - educational, business, trade, and cultural; ▯ Produce audiovisual content regarding main activities scheduled on the schools' cluster's annual activity plan; ▯ Enhance different internal media communication channels within the schools' cluster; ▯ Support the production of media content across different subjects/classes or collaborative projects.
All	Science at School - Ilídio Pinho Foundation	➢ Foster students' interest (from pre-school, 1st, 2nd, and 3rd cycles to secondary) in science and technological areas by developing projects for competitions.
Secondary	4x4 Jaguar/ Land Rover – Multidisciplinary Team Project	➢ Encourage secondary students to use engineering tools, collaborate, design, analyze, manufacture, test, and operate a remote-controlled 4x4 vehicle; ➢ Use ICT to learn physics, mechanics, electronics, design, manufacturing, branding, sponsorships, marketing, leadership, teamwork, communicative skills, and financial strategy.

Basic and Secondary	Make Praeaav – Robotics Club	➢Promote computational thinking through programming and robotics, stimulate analytical thinking, problem-solving, collaborative work, and creativity (targeted at 1st cycle students to secondary students).
All	School Libraries Network	➢ Assert itself as an inclusive space for innovation, a strategic center for project development, and flexible curriculum management; ➢ Develop new literacies, initiative, and creativity.
2nd, 3rd CBE and Secondary	School Sports	▯ Promote access to regular sports practice; ▯ Contribute to students' academic success; ▯ Contribute to the promotion of healthy lifestyles, values, and principles associated with active citizenship.
Professional	Erasmus +	➢ Strengthen the development of skills and employability, as well as support the updating process of educational systems, training, and youth support systems; ➢ Reduce the "skills gap" within the European space.

Table 15: The schools' cluster projects and clubs.

XI. SWOT ANALYSIS

The SWOT analysis is a vital tool, as it synthesizes a vast amount of information. The latter was previously analyzed and systematized from various sources: databases, questionnaires, interviews, internal and external evaluation reports (2015/17), the Director's intervention project, and the improvement plan. From the application and triangulation of the various sources emerges a strategic diagnosis with its expression in the synthesis matrix. Four fields cross the schools' cluster's strengths and weaknesses and the opportunities and threats it faces.

Strengths	Dimension	Weaknesses
Adequacy of academic results to the reality and context of the schools' cluster.	1	The gap between internal and external evaluation across all cycles.
Positive impact on the self-regulation learning process.		Students' lack of responsibility and commitment due to low academic expectations.
Reduction of dropout and absenteeism rates.		Educational underachievement at some level in internal evaluation and external evaluation.
Use of ICT in the teaching and learning process.		Some students reveal indiscipline and lack of citizenship values.
Diversity and scope of the educational and training offer.		Difficulty and apathy concerning the construction of a life project.
Diversity and scope of the educational and formative offer.		Lack of engagement and joint accountability of parents and guardians in the educational process.
Integration and training practices fostering equal opportunities and academic success aimed at students with special educational needs.	2	Poor coordination practices between educational cycles and subject areas.
Good interaction between school libraries and curricular departments.		Difficulties in terms of interdisciplinary planning and the definition of differentiated pedagogical strategies.

Relevant educational support and curriculum complement offers.	Difficulties in the implementation of the internal training plan due to lack of in-house resources.
	Poor organizational culture.
	An insufficient number of 2nd cycle mathematics teachers to cover study support needs.

Strengths	Dimension	Weaknesses
Effective performance of the services and provision of adequate services to the educational community and public.		A decrease in the number of events promoting socialization.
The management body reveals openness to new ideas and the school community's projects and shows collaboration.	3	Parents and guardians lack knowledge of the schools' cluster's modus operandi.
The students' association is committed and proactive.		
Parents and guardians trust in the quality of teaching provided.		Lack of equity in human resources management.
There is a self-evaluation team responsible for monitoring and evaluating the schools' cluster operations.	4	Fragility in the self-evaluation process, in terms of impact on the improvement of results.
		Lack of follow-up mechanisms in what regards post-school life.

Table 16- SWOT analysis (Internal Environment).

Opportunities	Dimension	Threats
Participation in national, international projects and European programs.	1	Teacher mobility as a continuity factor of the school project..
		Insufficient human and material resources.
External funding of projects.		Restrictive policies in the allocation of non-teaching staff.
		Unstable legal framework.
Appropriate socio-economic factors leading to the creation and development of actions as well as as collaboration in joint projects.	2	Emigration and migration phenomena associated with the school's population decrease.
Quality and diversity of partnerships and protocols with institutions in the surrounding area.		Competition with other schools / schools' clusters to get students.
Cooperation with local industry to implement professional and vocational internships and facilitate the transition into adult life.	3	Parents' low level of education.

		Improper facilities in some schools of the cluster.
Companies show openness and are available to support the schools' cluster goals and its activities.	4	

Table 17 - SWOT Analysis (External Environment).

XII. ACTION PLAN

The following action plan aims to facilitate learning and foster young people's holistic development. It seeks to meet the proposed objectives taking into account improvement aspects and by implementing strategic guidelines to achieve quality and academic success. Four intervention domains scaffold the plan: results; provision of educational services, school - family - community relationship; and the schools' cluster ability to self-regulate and improve.

Table 18: Summary of actions per domain.

XIII. GENERAL OBJECTIVES

13.1. Definition of the general objectives

- Promote cooperative and relational learning through innovative teaching practices and curricular options that are more effective and appropriate to the context;
- Develop learning improvement actions based on a multilevel approach;
- Ensure an inclusive school able to respond to the heterogeneity of students;
- Promote greater articulation between the three cycles of basic education and secondary education;
- Enhance the management and also an interdisciplinary and articulated teaching approach of the curriculum;
- Promote the transdisciplinary nature of learning;
- Enhance collaborative and interdisciplinary work approaches in the planning, implementation, and assessment of teaching and learning;
- Engage students, parents/guardians, and partners in the identification of the school's curricular options;
- Foster citizenship education, personal and interpersonal development as well as social intervention;
- Take preventive measures in order to face problem situations and indiscipline.

XIV. MONITORING AND EVALUATION

The current Educational Project (EP), a benchmark paper for the Schools' Cluster of Albergaria-a-Velha, intends to be a dynamic document under permanent construction. Its design focuses on four areas of intervention: academic and social results, provision of educational services, school-family-community relationship, and the schools' cluster ability to self-regulate and improve. It should be perceived as a reference, shared, and owned by all educational community members as a process under construction.

The attainment and achievement of objectives and goals set in this project rely on how they will be monitored and evaluated. Hence, this document contemplates formal and precise evaluation moments, as well as reporting and evaluation tools to cover the identified areas of intervention. All data provided by the SCAAV will be considered evaluation indicators and will be analyzed by the internal evaluation team regularly. Data will be used as a means to verify the attainment of objectives and the achievement of pre-established goals.

The monitoring of the actions included in this action plan will be carried out quarterly by those responsible for them. The EP evaluation should be carried out at the end of each school year and at the end of the four years to which it refers to. Furthermore, the internal evaluation team will produce a report to bring visibility to the accurate monitoring of the various goals and their feasibility degree. The evaluation process will also allow for a review/readjustment of goals and objectives, as well as an informed position on strategies or ways of implementation that may be more coherent and appropriate to the attained results.

XV. COMMUNICATION AND DISSEMINATION OF THE PROJECT

For the development and implementation of the Schools' Cluster Educational Project, all members of the educational community must assume it as their own. Bearing this into account, the document is to be disclosed by the Pedagogical Council and disseminated in general teachers' meetings, curricular department, and subject areas meetings, in public sessions with the students' association, class

representatives' assembly, and in the parents' and guardians' association. Upon approval by the General Council, it will be sent by email to all teaching staff, non-teaching staff, parents' and guardians' association, and published on the schools' cluster's web page.

We are what we do. What is not done does not exist.
Therefore, we only exist in the days we
do. In the days we don't, we just last.

Padre António Vieira

REFERENCES

- **CENSO OFICIAL DA POPULAÇÃO PORTUGUESA (2011).** Censos 2011, Albergaria-a-Velha.
- COSTA, Jorge Adelino. P**ROJECTOS EDUCATIVOS DAS ESCOLAS: UM CONTRIBUTO PARA A SUA (DES)CONSTRUÇÃO**. Educação & Sociedade, 2003.
- **DIAGNÓSTICO ESTRATÉGICO**. Documento de suporte ao Plano Estratégico Educativo Municipal e à Revisão da Carta Educativa. Universidade de Aveiro. 2016
- **DIREÇÃO GERAL DE ESTATÍSTICAS DA EDUCAÇÃO E CIÊNCIA.** Retrieved November 1, 2017 from http://www.dgeec.mec.pt/np4/home.
- **PLANO DE MELHORIA (2016-2018**). Agrupamento de Escolas de Albergaria-a-Velha.
- **PORDATA - Base de dados Portugal Contemporâneo**. Fundação Francisco Manuel dos Santos.
- **PROGRAMA MUNICIPAL DE EDUCAÇÃO.** Município de Albergaria-a-Velha. Retrieved November 8, 2017 from http://www.cm-albergaria.pt/outputefile.aspx?sid=cf95835b-731b-4176-95b1-de9f4bc15c20&cntx=k0zvNYsyhImA1zkSooTsOlzHp5ow4mFv9s5IN%2BzG%2Brk58OH812rRevtJpwd%2FfGIGVcU8yZo%2Fx6kWoxyq7evKvA%3D%3D&idf=32847.
- **Projeto Educativo 2013-2017**. Agrupamento de Escolas de Albergaria-a-Velha.
- **Relatório de avaliação externa do IGEC do Agrupamento de Escolas de Albergaria-a-Velha 2015/2016.**
- ROMANO, Pedro. **CONHECER A CRISE: DADOS E FACTOS.** Fundação Francisco Manuel dos Santos. Retrieved November 8, 2017 from https://www.ffms.pt/FileDownload/a67a645e-0486-4ee5-8b32-3aec4afbaba6/conhecer-a-crise.

ANNEXES

A - OPERATIONALIZATION OF THE ACTION PLAN

Domain 1 – Results

Action	Strategic Goals	Recipients	Indicators	Reference Data	2022 Target
D1/01 **Anchorage Program**	- Early learning support for students diagnosed with severe reading and writing disabilities; - Improve students' learning quality; - Improve reading and writing skills; - Decrease the number of retentions during the 2nd- -year.	1st Cycle Students	-2nd-year transition rate; - Percentage of students with positive assessment in what concerns the Portuguese subject, in the 1st and 2nd -years.	- Evaluation 2017/2018: - Number of retentions in the 2nd year - Portuguese (success rate in the 1st year - 83%) - Portuguese (success rate in the 2nd year - 87%)	- No retentions in the 2nd year; - 90% of 1st-year students with positive assessment in what concerns the Portuguese subject; - 95% of 2nd-year students with positive assessment in what concerns the Portuguese subject.
D1/02 **EPIS Program**	- Improve the school's environment; - Identify issues at the cognitive, behavioral, and social levels; - Improve students' learning quality; - Enable students and families towards the students' holistic development; - Enhance the academic performance of all students;	1st Cycle Students	- Success rate of students taking part in the program; - Quality of the success of the students involved in the program; - Participation of parents/ guardians in the program.	- Number of students identified in the initial screening; - Number of retained students taking part in the program; - Number of students awarded the mentions of Good and Very Good.	- Absence of retained students taking part in the program; - Eradication of school absenteeism.

	- Reduce school absenteeism.				
D1/03 **Learning Laboratory (LL)**	- Develop the interest in discovery; - Enhance the development of Soft Skills; - Promote working methods that lead to the creation of learning environments.	2nd, 3rd cycle and secondary students	- Variation rate of students attending monthly the LL; - Degree of student satisfaction (questionnaire).	- 139 students attending the Study Room in 2017/2018.	- Increase the attendance of the LL by 10% per term; - 75% report of students' level of general satisfaction of Good or Very Good per term.
D1/04 **Study Workshops** **(SW)**	- Promote the development of interdisciplinary projects; - Stimulate the development of engaging learning activities through the use of diversified strategies	2nd, 3rd cycle and secondary students	- Number of indicated students; - Number of students who voluntarily attend the SW.	- Number of students indicated to attend the Study Support in 2017/18; - Number of students who voluntarily attended the Study Support in 2017/18.	- Increase the attendance of the SW by 10% per term; - 75% report of students' level of general satisfaction of Good or Very good per term.
D1/05 **Students' Support Office (SSO)**	- Provide students with a space for dialogue, sharing, and reflection on topics of their interest; - Improve the integration of students; - Foster healthy relationships in the school community; - Support students' harmonious and holistic development; - Increase the attendance of the SSO.	All students	- Number of students indicated to attend the SSO; - Number of students who voluntarily attend the SS0.	- 6 students were indicated to attend the SSO in 2017-18; - No students voluntarily attended the SS0 during the school year 2017-18.	- Increase the number of indicated students by 25%; - Promote the use of the SS0 to reach annual voluntary attendance to at least ten students.
D1/06	- Create a space for students to reflect, share and participate; - Develop critical thinking through the ability to question the various actions and their repercussions;	Class Representatives – 3rd Cycle and	- Students' engagement (number of students per session);	- No data available	- 80% of class representatives attendance at each of the assemblies;

Class Representatives Assembly - 3rd Cycle and Secondary	- Engage students in improving relationships within the school environment and in the prevention/resolution of indiscipline issues; - Engage the remaining students taking part in the Class assemblies to develop proposals/ suggestions emerging from the Assembly of Class Representatives. Class Assemblies are to be held in the presence of the respective Class Director.	Secondary	- Number of sessions held; - Number of topics/actions explored.		- Hold three assemblies per school year; - Address three topics and/or develop three actions per year; - 75% report of students' degree of general satisfaction of Good or Very good per term.
D1/07 **Follow-up and Mediation Group (FMG)**	- Intervention measures (mediation) aimed at eliminating acts of indiscipline: - Establish personal and interpersonal development commitments.	- Students subjected more than once or at risk of being repeatedly subjected to the application of corrective measures or disciplinary sanctions	Number of students subjected more than once or at risk of being repeatedly subjected to the application of corrective measures or disciplinary sanctions.	Number of students subjected more than once or at risk of being repeatedly subjected to the application of corrective measures or disciplinary sanctions in 2017-18.	- 20 % reduction of repeated application of corrective measures or disciplinary sanctions.
D1/08 **Mediation Education and Human Development**	- Engage and hold families accountable; - Reduce the gap between families and school; - Engage students in the creation of the school community;		- Number of activities aimed at families; - Parents' and guardians' participation in specific activities; - Degree of satisfaction regarding school reported by families (	- Number of activities aimed at families in 2017/18; - Parents' and Guardians' participation in specific activities in 2018/19 ; - Number of students engaged or taking part in	- Increase parents' and guardians' participation in specific activities to 60%. - 65% report of good or very good regarding school by parents and guardians - Engage 70% of the students in the development of activities

a) Welcome to School **b) Citizenship Values** **c) Mentoring** **d) Less is More**	- Increase active citizenship participation; - Enhance the design of learning environments; - Promote commitment and accountability in what regards behavior, attitudes, and study; - Improve academic performance; - Reduce absenteeism; - Clarify role profiles and procedures; - Optimize different structures; - Enhance communication by making it more explicit, more concise, and brief.	- Students; - Teachers; - Parents and Guardians; - Staff; - Institutions and companies.	questionnaires); - Number of students engaged or taking part in activities; - Number of students involved in civic activities; - Number of students taking part in mentoring processes; - Success rate regarding students taking part in mentoring processes; - Number of defined profiles; - Different stakeholders' degrees of satisfaction (questionnaires).	activities in 2018/19; - Number of students involved in civic activities in 2018/19; - Number of students engaged in civic activities in 2017/18; - There are no defined profiles ; - Degree of satisfaction regarding communication and the structures' modus operandi.	aimed at them; - Engage 30% of the students in the development and participation of civic actions; - Increase students taking part in self-regulating mentoring processes success rate to 90%; - Define role profiles/procedures in what regards middle-level management positions, coordination of educational teams (2018/19), and inherently of the remaining teams; - 50% report of Good or Very good regarding communication and the structures' *modus operandi* by stakeholders.

Domain 2 - Provision of Educational Services

Action	Strategic Goals	Recipients	Indicators	Reference Data	2022 Target

D2/01 **Optimizing**	- Promote reflection on teaching perspectives, learning spaces/environments, and assessment practices; - Develop the sharing of good practices as a way to improve; - Encourage the development of collaborative working practices among teachers; - Create moments of reflection on the teaching profession contributing to the (re)construction of professional knowledge.	Teachers	- Number of observed classes; - Number of annual sessions dedicated to good practices within the subject group/ pedagogical council.	- 74 teachers (38%) taking part in the process of class observation in 2017/18; - 1 meeting dedicated to the shared reflection of the observed class in 2017/18; - 1 session dedicated to the sharing of good practices in 2017/18.	- Increase by 20% the number of teachers taking part in the peer supervision project in each department; - Hold a peer meeting dedicated to reflection after the observed class; - The Educational Teams (ET) select the two best practices per term to disseminate among teachers and the community; - Hold one annual session dedicated to sharing good practices.
	This action will be implemented in two modalities depending on whether or not teachers are part of educational teams. Reflections are to be shared regardlessly.				
D2/02 **Managing Knowledge - Educational Teams (ET)**	a) Articulation between cycles - Implement continuity measures between pre-school, 1st, 2nd, and 3rd cycles; - Improve student-assessment results at the beginning of each cycle. b) Curriculum Management - Promote an interdisciplinary and articulated approach	1st, 5th, 7th, and 10th -Year Students Teachers	- Transition rates; - Students' results taking into account articulated contents; - Number of lessons planned for content articulation.	- Pre-school assessment data/ 4th, 6th, and 9th-year students' assessment results; - Comparative analysis of the results.	- Maintain 5th-year transition rate; - 95% in the 7th and 10th-year transition rate; - Content articulation between 5% and 20%.

	to matters in the curriculum - Enhance experiential teaching and learning by integrating theory and practice; - Provide students meaningful learning experiences through the use of a project-based approach.				

Domain 3 - School - family - community relationship

Action	Strategic Goals	Recipients	Indicators	Reference Data	2022 Target
D3/01 **Partnerships**	- Increase interaction between school and community; - Maximise resources and community services; - Develop projects that promote the active participation of community members; - Promote the strengthening of the links between the school, companies, and institutions.	The school community and surrounding environment	- Degree of satisfaction with the established partnerships; - Number of resources and community services used; - Number of events promoted in collaboration with the community; - Number of implemented projects.	- Refer to pages 17 and 18 of the EP.	- 60% ratings of Good/ Very Good in what concerns the value of each partnership; - Diversify areas of activity in terms of partnerships, increasing them by 20%: - Hold four annual events resorting to partnerships in the community.
D3/02 **Pedagogical spaces sponsorship**	- Create spaces that enhance pedagogical innovation.	School Community	- Number of spaces to be created for pedagogical innovation.	There are no spaces attributed to pedagogical innovation.	- Create 3 pedagogical innovation spaces at (LL) at SSAAV, BSSJL, BSAAV until 2022.

Domain 4 - The schools' cluster ability to self-regulate and improve

Action 4	Strategic Goals	Recipients	Indicators	Reference Data	2022 Target
D4/01 **Self-evaluation: a continuous and progressive practice**	- Promote future improvement of the schools' cluster performance; - In what regards all stakeholders, raise awareness to the importance of self-evaluation - Monitor, continuously and systematically, the strengths and constraints of the services provided by the schools' cluster.	- Students; - Teachers; - Staff members; - Parents and Guardians.	- Strengths and constraints.	- Last Internal Evaluation Report	- Increase strengths by 20% - Decrease constraints by 20%.

B – Curriculum Matrix (Decree-Law no 55/2018)

Curriculum Matrix – 1st Year

DL55/2018

	Curriculum Components		Teaching Time
Portuguese	ICT		7
Mathematics			7
Environmental Studies			3
Arts Education		Citizenship and Development	5
Physical Education			
Study Support			2
Complementary Activities			1
MCRE[TN9]			(1)
TOTAL			**25**

Note: The 2,5h break uses 30 minutes of Portuguese, Mathematics, Environmental Studies, Physical Education, and Study Support.

CAD – Curricular Autonomy Domains:

a) operating throughout the school year;

b) once a month (except for September and June). This curriculum option is exclusively targeted at the development of interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization;

c) on this day, students' and teachers' school time is expressly set; it is not subjected to a pre-specified timetable; this does not increase nor reduce teaching time.

Curriculum Matrix – 2nd Year

DL55/2018

Curriculum Components			Teaching Time
Portuguese	ICT	Citizenship and Development	7
Mathematics			7
Environmental Studies			3
Arts Education			5
Physical Education			
Study Support			2
Complementary Offer			1
MCRE			(1)
TOTAL			**25**

Note: The 2,5h break uses 30 minutes of Portuguese, Mathematics, Environmental Studies, Physical Education, and Study Support.

CAD – Curricular Autonomy Domains:

a) operating throughout the school year;

b) once a month (except for September and June). This curriculum option is exclusively targeted at the development of interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization;

c) on this day, students' and teachers' school time is expressly set; it is not subjected to a pre-specified timetable; this does not increase nor reduce teaching time.

Curriculum Matrix – 3rd Year

DL55/2018

Curriculum Components			Teaching Time
Portuguese	ICT	Citizenship and Development	7
Mathematics			7
Environmental Studies			3
Arts Education			5
Physical Education			
English			2
Complementary Offer			1
MCRE			(1)
TOTAL			**25**

Note: The 2,5h break uses 30 minutes of Portuguese, Mathematics, Environmental Studies, Physical Education, and Study Support.

Curriculum Matrix – 4th Year (starting 2021/2022)

DL55/2018

Curriculum Components			Teaching Time
Portuguese	ICT	Citizenship and Development	7
Mathematics			7
Environmental Studies			3
Arts Education			5
Physical Education			
English			2
Complementary Offer			1
MCRE			(1)
TOTAL			**25**

Note: The 2,5h break uses 30 minutes of Portuguese, Mathematics, Environmental Studies, Physical Education, and Study Support.

Curriculum Matrix – 5th Year

DL55/2018

Curriculum Components / Subject Areas	Annual	Teaching Time	Semestral	Obs.
Languages and Social Studies				
Portuguese	200	4x50		(50+50) + 50 + 50
English	150	3x50		50 + 50 + 50
PHG[TN10]	150	3x50		50 + 50 + 50
Citizenship and Development			50 b)	
Mathematics and Sciences				
Mathematics	250	5x50		(50+50) + (50+50) + 50
Natural Sciences	100	2x50		50 + 50
Arts and Technology Education				
VE	100	2x50		(50+50)
TE	100	2x50		(50+50)
ME[TN11]	100	2x50		(50+50) ou 50 + 50
ICT			50 b)	
Physical Education				
PE	150	3x50		(50+50) + 50
MCRE				
Moral and Catholic Religious Education	50	1x50		
Study Support				
Study Support/ Study Workshop	100 a)	2x50		
Complimentary Offer c)	50	50		
Arts Education Complement	100	2x50		
TOTALS	**1300**	**1300**	**50**	
TOTAL	**1350**			

Description:

a) Optional attendance, mandatory for students indicated by the Educational Team;
b) 50', on one-semester Citizenship and Development and the other ICT;
c) Discovery and Experimental Practice (implementation subjected to credit hour availability).

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

CAD – Curricular Autonomy Domains:

a) operating throughout the school year;

b) a week per school term. This curriculum option is exclusively targeted at the development of interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization;

c) CAD planning will be designed by each Educational Team;

d) during this week, students' and teachers' school time is expressly set; it is not subjected to a pre-specified timetable; this does not increase nor reduce teaching time.

Curriculum Matrix – 6th Year

DL55/2018

Curriculum Components / Subject Areas	Annual	Tempos	Semestral	Obs.
Languages and Social Studies				
Portuguese	200	4x50		(50+50) + 50 + 50
English	150	3x50		50 + 50 + 50
PHG	150	3x50		50 + 50 + 50
Citizenship and Development			50 b)	
Mathematics and Sciences				
Mathematics	250	5x50		(50+50) + (50+50) + 50
Natural Sciences	100	2x50		50 + 50
Arts and Technology Education				
VE	100	2x50		(50+50)
TE	100	2x50		(50+50)
EM	100	2x50		(50+50) ou 50 + 50
ICT			50 b)	
Physical Education				
PE	150	3x50		(50+50) + 50
MCRE				
Moral and Catholic Religious Education	50	1x50		
Study Support				
Study Support/ Study Workshop	100 a)	2x50		
Complimentary Offer c)	50	50		
Arts Education Complement	100	2x50		
TOTALS	**1300**	**1300**	**50**	
TOTAL	**1350**			

Description:

a) Optional attendance, mandatory for students indicated by the Educational Team;
b) 50', on one-semester Citizenship and Development and the other ICT;
c) Discovery and Experimental Practice (implementation subjected to credit hour availability).

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

CAD – Curricular Autonomy Domains:

a) operating throughout the school year;
b) a week per school term. This curriculum option is exclusively targeted at the development of interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization;
c) CAD planning will be designed by each Educational Team;
d) during this week, students' and teachers' school time is expressly set; it is not subjected to a pre-specified timetable; this does not increase nor reduce teaching time.

Curriculum Matrix– 7th Year

DL55/2018

Curriculum Components/ Subject Areas	Annual	Teaching Time	Semestral	CAD	Obs.
Portuguese and Foreign Languages (450)					
Portuguese	200	4x50			50 + 50 + (50 + 50)
English	100	2x50	50 c)		50 + 50 + 50
FL II [TN12]	100	2x50	50 c)		50 + 50 + 50
Social and Human Sciences (275)					
History	100	2x50		50' shared b)	50 + 50 + 50 b)
Geography	100	2x50			50 + 50 + 50 b)
Citizenship and Development			50 a)		
Mathematics (200)					
Mathematics	200	4x50			50 + 50 + 50 + 50
Physical and Natural Sciences (250)					
Natural Sciences	100	2x50		50' shared b)	50 + 50 + 50 b)
Physics-Chemistry	100	2x50			50 + 50 + 50 b)
Arts and Technology Education (175)					
ATE	50	1x50			
VE	100	2x50			(50 + 50)
ICT			50 a)		
Physical Education (150)					
PE	150	3x50			(50 + 50) + 50
MCRE (50)					
Moral and Catholic Religious Education	50	1x50			
TOTALS	**1300**	**1300**	**100**	**100**	
TOTAL	**1500**				

Description:

a) 50', on one-semester Citizenship and Development and the other ICT;
b) 50' shared;
c) On a fortnightly basis.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

CAD – Curricular Autonomy Domains:

a) operating throughout the school year;

b) a week per school term. This curriculum option is exclusively targeted at the development of interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization; This curriculum option is exclusively targeted at developing interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization;
c) CAD planning will be designed by each Educational Team;
d) during this week, students' and teachers' school time is expressly set; it is not subjected to a pre-specified timetable; this does not increase nor reduce teaching time.

Curriculum Matrix – 8th Year

DL55/2018

Curriculum Components / Subject Areas	Annual	Tempos	Semestral	CAD	Obs.
Portuguese and Foreign Languages (450)					
Portuguese	200	4x50			50 + 50 + (50 + 50)
English	100	2x50	50 c)		50 + 50 + 50 c)
FL II	100	2x50	50 c)		50 + 50 + 50 c)
Social and Human Sciences (275)					
History	100	2x50			50 + 50 + 50 b)
Geography	100	2x50			50 + 50 + 50 b)
Citizenship and Development			50 a)		
Mathematics (200)					
Mathematics	200	4x50			50 + 50 + 50 + 50
Physical and Natural Sciences (300)					
Natural Sciences	150	3x50			50 + 50 + 50
Physics-Chemistry	150	3x50			50 + 50 + 50
Arts and Technology Education (175)					
EA - Painting	50	1x50			
VE	100	2x50			(50 + 50)
ICT			50 a)		
Physical Education (150)					
PE	150	3x50			(50 + 50) + 50
MCRE (50)					
Moral and Catholic Religious Education	50	1x50			
TOTALS	**1400**	**1400**	**100**		
TOTAL	**1500**				

Description:

a) 50', on one-semester Citizenship and Development and the other ICT;
b) 50' shared;
c) On a fortnightly basis.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

CAD – Curricular Autonomy Domains:

a) operating throughout the school year;

b) a week per school term. This curriculum option is exclusively targeted at the development of interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization; This curriculum option is exclusively targeted at developing interdisciplinary work and curriculum articulation. Planning of activities should identify subject areas, mode of participation, and organization;
c) CAD planning will be designed by each Educational Team;
d) during this week, students' and teachers' school time is expressly set; it is not subjected to a pre-specified timetable; this does not increase nor reduce teaching time.

Curriculum Matrix– 9th Year

DL55/2018

Curriculum Components / Subject Areas	Annual	Tempos	Semestral	DAC	Obs.
Portuguese and Foreign Languages (450)					
Portuguese	200	4x50			50 + 50 + (50 + 50)
English	100	2x50	50 c)		50 + 50 + 50 c)
FL II	100	2x50	50 c)		50 + 50 + 50 c)
Social and Human Sciences (275)					
History	100	2x50			50 + 50 + 50 b)
Geography	100	2x50			50 + 50 + 50 b)
Citizenship and Development			50 a)		
Mathematics (200)					
Mathematics	200	4x50			50 + 50 + (50 + 50)
Physical and Natural Sciences (300)					
Natural Sciences	150	3x50			(50 + 50) + 50
Physics-Chemistry	150	3x50			50 + 50 + 50
Arts and Technology Education (175)					
EA – Sculpture	50	1x50			
VE	100	2x50			(50 + 50)
ICT			50 a)		
Physical Education (150)					
PE	150	3x50			(50 + 50) + 50
MCRE (50)					
Moral and Catholic Religious Education	50	1x50			
TOTALS	**1400**	**1400**	**100**		
TOTAL	**1500**				

Description:

a) 50', on one-semester Citizenship and Development and the other ICT;
b) 50' shared;
c) On a fortnightly basis.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix– 10th Year – Sciences and Technologies

DL55/2018

	Training Components	Annual	Teaching Time	Annual	Teaching Time	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			(50 + 50) + 50 + 50 b)
	FL I, II or III	150	3x50			50 + 50 + 50
	Philosophy	150	3x50			(50 + 50) + 50
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Mathematics A	300	6x50	25' b)		(50 + 50) + (50 + 50) + (50 + 50)
	Option 1 (BG)	350	7x50			(50 + 50 + 50) + (50 + 50) + (50 + 50)
	Option 2	300	6x50	250 a)	5x50 a)	(50 + 50) + (50 + 50) + (50 + 50) c)
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1625**	**1625**	**1575**	**1575**	

Description:

a) Course load allocated to the Descriptive Geometry option;
b) An annual surplus of '25, which becomes one teaching time of 50' per semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – 11th Year - Sciences and Technologies

DL55/2018

	Training Components	Annual	Teaching Time	Annual	Teaching Time	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			(50 + 50) + 50 + 50
	FL I, II or III	150	3x50			50 + 50 + 50
	Philosophy	150	3x50			(50 + 50) + 50
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Mathematics A	300	6x50	25' b)		(50 + 50) + (50 + 50) + (50 + 50)
	Option 1 (PC)	350	7x50			(50 + 50) + (50 + 50) + (50 + 50) + 50
	Option 2	300	6x50	250 a)	5x50 a)	50 + 50 + (50 + 50) + (50 + 50) (50 + 50) + (50 + 50) + (50 + 50)
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1625**	**1625**	**1575**	**1575**	

Description:

a) Course load allocated to the Descriptive Geometry option;
b) An annual surplus of '25, which becomes one teaching time of 50' per semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix– 12th Year – Sciences and Technologies

DL55/2018

	Training Components	Annual	Teaching Time	Annual	Teaching Time	Obs.
Citizenship and Development	**General**					
	Portuguese	250	5x50			50 + (50 + 50) + (50 + 50)
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Mathematics A	300	6x50	25' b)		(50 + 50) + (50 + 50) + (50 + 50)
	Option 1	150	3x50			(50 + 50) + 50 a)
	Option 2	150	3x50			50 + 50 + 50
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1025**	**1025**	**(25)**		

Description:

a) Request for Biology and Geology or Physics and Chemistry;
b) An annual surplus of '25, which becomes one teaching time of 50' per semester. To be applied during the 2nd semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – 10th Year – Languages and Humanities

DL55/2018

	Training Components	Annual	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			50 a) + 50 + (50 + 50)
	FL I, II or III	150	3x50			50 + 50 + 50
	Philosophy	150	3x50			(50 + 50) + 50
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	History A	250	5x50	25' a)		(50 + 50) + (50 + 50) + 50
	Option 1	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	Option 2	300	6x50			(50 + 50) + (50 + 50) + (50 + 50) 50 + 50 + (50 + 50) + (50 + 50)
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1525**	**1525**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' per semester. To be applied during the 1st semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix– 11th Year - Languages and Humanities

DL55/2018

	Training Components	Annual	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			50 a) + 50 + (50 + 50)
	FL I, II or III	150	3x50			50 + 50 + 50
	Philosophy	150	3x50			(50 + 50) + 50
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	History A	250	5x50	25' a)		(50 + 50) + (50 + 50) + 50
	Option 1	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	Option 2	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1525**	**1525**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' per semester. To be applied during the 2nd semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix– 12th Year – Languages and Humanities

DL55/2018

	Training Components	Annual	Teaching Time	Annual	Teaching Time	Obs.
Citizenship and Development	**General**					
	Portuguese	250	5x50			50 + (50 + 50) + (50 + 50)
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	History A	300	6x50	25' a)		(50 + 50) + (50 + 50) + (50 + 50)
	Option 1	150	3x50			
	Option 2	150	3x50			
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1025**	**1025**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' per semester. To be applied during the 2nd semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix– 10th Year – Socio-economic Sciences

DL55/2018

	Training Components	Annual	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			(50+50) + 50 + 50
	FL I, II or III	150	3x50			50 + 50 + 50
	Philosophy	150	3x50			(50 + 50) + 50
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Mathematics A	250	5x50	25' a)		(50 + 50) + (50 + 50) + 50
	Option 1	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	Option 2	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1525**	**1525**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' per semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – 11th Year - Socio-economic Sciences

DL55/2018

	Training Components	Annual	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			(50+50) + 50 + 50
	FL I, II or III	150	3x50			50 + 50 + 50
	Philosophy	150	3x50			(50 + 50) + 50
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Mathematics A	250	5x50	25' a)		(50 + 50) + (50 + 50) + 50
	Option 1	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	Option 2	300	6x50			(50 + 50) + (50 + 50) + (50 + 50)
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1525**	**1525**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' per semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – 12th Year – Socio-economic Sciences

DL55/2018

	Training Components	Annual	Teaching Time	Annual	Teaching Time	Obs.
Citizenship and Development	**General**					
	Portuguese	250	5x50			50 + (50 + 50) + (50 + 50)
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Mathematics A	300	6x50	25' a)		(50 + 50) + (50 + 50) + (50 + 50)
	Option 1	150	3x50			(50 + 50) + 50
	Option 2	150	3x50			
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1025**	**1025**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' per semester. To be applied during the 2nd semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – 10th Year – Visual Arts

DL55/2018

	Training Components	Annual	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**General**					
	Portuguese	200	4x50			
	FL I, II or III	150	3x50			
	Philosophy	150	3x50			
	Physical Education	150	3x50			
	Specific					
	Drawing A	250	5x50	25' a)		
	Option 1	300	6x50			
	Option 2	300	6x50			
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1525**	**1525**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' in a semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – 11th Year – Visual Arts

DL55/2018

	Training Components	Annual	Teaching Time	Semestral	CAD	Obs.
itizenship and Development	**General**					
	Portuguese	200	4x50			
	FL I, II or III	150	3x50			
	Philosophy	150	3x50			
	Physical Education	150	3x50			
	Specific					
	Drawing A	250	5x50	25' a)		
	Option 1	300	6x50			
	Option 2	300	6x50			
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1525**	**1525**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' in a semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix– 12th Year – Visual Arts

DL55/2018

	Training Components	Annual	Teaching Time	Annual	Teaching Time	Obs.
Citizenship and Development	**General**					
	Portuguese	250	5x50			50 + (50 + 50) + (50 + 50)
	Physical Education	150	3x50			(50 + 50) + 50
	Specific					
	Drawing A	300	6x50	25' a)		
	Option 1	150	3x50			
	Option 2	150	3x50			
	MCRE					
	Moral and Catholic Religious Education	50	1x50			
	TOTAL	**1025**	**1025**	**(25)**		

Description:

a) An annual surplus of '25, which becomes one teaching time of 50' in a semester.

Note: A break is mandatory in between sequenced teaching times of subjects (i.e., 50'+ 50'), with the exception of Physical Education.

Curriculum Matrix – Computer Systems Management and Programming Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	99	4x50			
	Physics and Chemistry	72	3x50			
	Technological					
	Operating Systems	39	2x50			
	Computer Architecture	72	3x50			
	Communication Networks	95	4x50			
	Programming and Information Systems	231	9x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1041**	**42x50**			
	WRT [TN13]	**175**				

Curriculum Matrix– Computer Systems Management and Programming Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	5x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	120	4x50			
	Physics and Chemistry	72	3x50			
	Technological					
	Operating Systems	93	4x50			
	Computer Architecture	75	3x50			
	Communication Networks	120	5x50			
	Programming and Information Systems	189	8x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1065**	**42x50**			
	WRT	**175**				

Matriz Curricular – Computer Systems Management and Programming Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	5x50			
	FL	48	5x50			
	Integration Area	36	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	4x50			
	Scientific					
	Mathematics	81	7x50			
	Physics and Chemistry	56	5x50			
	Technological					
	Operating Systems	0	0			
	Computer Architecture	0	0			
	Communication Networks	30	4x50			
	Programming and Information Systems	156	8x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**494**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Industrial Maintenance Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	99	4x50			
	Physics and Chemistry	72	3x50			
	Technological					
	Technologies and Procedures	145	6x50			
	Industrial Organization	50	2x50			
	Technical Design	70	3x50			
	Workshop Practices	185	7x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1054**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Industrial Maintenance Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs
Citizenship and Development	**Sociocultural**					
	Portuguese	147	5x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	120	5x50			
	Physics and Chemistry	72	3x50			
	Technological					
	Technologies and Procedures	125	5x50			
	Industrial Organization	50	2x50			
	Technical Design	70	3x50			
	Workshop Practices	190	9x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1023**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Industrial Maintenance Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs
Citizenship and Development	**Sociocultural**					
	Portuguese	47	4x50			
	FL	48	4x50			
	Integration Area	36	3x50			
	ICT / EO	0	0x50			
	Physical Education	40	3x50			
	Scientific					
	Mathematics	81	6x50			
	Physics and Chemistry	56	4x50			
	Technological					
	Technologies and Procedures	100	8x50			
	Industrial Organization	0	0x50			
	Technical Design	30	3x50			
	Workshop Practices	85	7x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**523**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Automotive Maintenance Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT /OE	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	99	4x50			
	Physics and Chemistry	72	3x50			
	Technological					
	Mechanical Metalwork, Infrastructures, and Equipment	50	2x50			
	Automotive Technology	150	6x50			
	Automotive Mechatronics and Practices	225	9x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1055**	**41x50**			
	WRT	**175**				

Curriculum Matrix– Automotive Maintenance Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	5x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	120	4x50			
	Physics and Chemistry	72	3x50			
	Technological					
	Mechanical Metalwork, Infrastructures, and Equipment	0	0x50			
	Automotive Technology	150	6x50			
	Automotive Mechatronics and Practices	275	9x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1013**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Automotive Maintenance Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	5x50			
	FL	48	5x50			
	Integration Area	36	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	3x50			
	Scientific					
	Mathematics	81	6x50			
	Physics and Chemistry	56	5x50			
	Technological					
	Mechanical Metalwork, Infrastructures, and Equipment	0	0x50			
	Automotive Technology	50	5x50			
	Automotive Mechatronics and Practices	200	9x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**558**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Sales Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	99	4x50			
	Economics	75	3x50			
	Technological					
	Marketing and Selling	125	5x50			
	BOM[TN14]	175	7x50			
	CPOS[TN15]	50	2x50			
	Communicate in English	50	2x50			
	Communicate in French	50	2x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1057**	**42x50**			
	WRT	**0**				

Curriculum Matrix– Sales Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	6x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	120	4x50			
	Economics	72	3x50			
	Technological					
	Marketing and Selling	100	4x50			
	BOM	150	7x50			
	CPOS	100	4x50			
	Communicate in English	50	2x50			
	Communicate in French	50	2x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1038**	**42x50**			
	WRT	**210**				

Curriculum Matrix– Sales Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	4x50			
	FL	48	4x50			
	Integration Area	36	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	3x50			
	Scientific					
	Mathematics	81	7x50			
	Economics	53	5x50			
	Technological					
	Marketing and Selling	25	2x50			
	BOM	25	2x50			
	CPOS	100	7x50			
	Communicate in English	50	3x50			
	Communicate in French	0	0x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**505**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Socio-cultural Animator - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Psychology	101	4x50			
	Sociology	101	4x50			
	Mathematics	36	2x50			
	Technological					
	Artistic Expression Areas	150	6x50			
	Community Studies	108	4x50			
	Socio-cultural Animation	108	4x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1037**	**41x50**			
	WRT	**175**				

Curriculum Matrix– Socio-cultural Animator - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Times	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	5x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Psychology	63	3x50			
	Sociology	99	5x50			
	Mathematics	64	3x50			
	Technological					
	Artistic Expression Areas	150	6x50			
	Community Studies	135	5x50			
	Socio-cultural Animation	120	5x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1027**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Socio-cultural Animator - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAd	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	5x50			
	FL	48	5x50			
	Integration Area	36	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	4x50			
	Scientific					
	Psychology	36	4x50			
	Sociology	0	0x50			
	Mathematics	0	0x50			
	Technological					
	Artistic Expression Areas	150	9x50			
	Community Studies	77	5x50			
	Socio-cultural Animation	102	6x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**536**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Multimedia Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	HCA TN16	72	3x50			
	Mathematics	98	4x50			
	Physics	52	2x50			
	Technological					
	Information Systems	100	4x50			
	DCA	100	4x50			
	Multimedia Techniques	225	9x50			
	Project and Multimedia Production	0	0			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1080**	**43x50**			
	WRT	**175**				

Curriculum Matrix– Multimedia Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	6x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	HCA[TN16]	84	4x50			
	Mathematics	48	2x50			
	Physics	48	2x50			
	Technological					
	Information Systems	150	6x50			
	DCA[TN17]	100	4x50			
	Multimedia Techniques	125	5x50			
	Project and Multimedia Production	75	3x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1026**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Multimedia Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	4x50			
	FL	48	4x50			
	Integration Area	36	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	4x50			
	Scientific					
	HCA	44	4x50			
	Mathematics	54	5x50			
	Physics	0	0x50			
	Technological					
	Information Systems	0	0x50			
	DCA	75	6x50			
	Multimedia Techniques	100	7x50			
	Project and Multimedia Production	50	4x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**484**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Health Care Assistant - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	108	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	72	3x50			
	Physics and Chemistry	50	2x50			
	Biology	60	3x50			
	Technological					
	Health	125	5x50			
	Management and Organization of Services and Health Care	75	3x50			
	Communication and Interpersonal Relationships	50	2x50			
	Hygiene, Safety and General Care	200	8x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1065**	**43x50**			
	WRT	**175**				

Curriculum Matrix– Health Care Assistant - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	5x50			
	FL	73	3x50			
	Integration Area	76	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	74	3x50			
	Physics and Chemistry	100	4x50			
	Biology	54	3x50			
	Technological					
	Health	125	5x50			
	Management and Organization of Services and Health Care	75	4x50			
	Communication and Interpersonal Relationships	50	2x50			
	Hygiene, Safety and General Care	150	6x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1024**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Health Care Assistant - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	4x50			
	FL	48	4x50			
	Integration Area	36	3x50			
	ICT / EO	0	0x50			
	Physical Education	40	4x50			
	Scientific					
	Mathematics	54	4x50			
	Physics and Chemistry	0	0x50			
	Biology	36	3x50			
	Technological					
	Health	100	8x50			
	Management and Organization of Services and Health Care	25	2x50			
	Communication and Interpersonal Relationships	50	4x50			
	Hygiene, Safety and General Care	75	6x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**511**	**42x50**			
	WRT	**420**				

Curriculum Matrix– Logistics Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	99	4x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	98	4x50			
	Economics	98	4x50			
	Psychology	49	2x50			
	Technological					
	Logistics and Storage	150	6x50			
	Logistics Management	125	5x50			
	Logistics and Communication	50	2x50			
	Foreign Language for Logistics	25	1x50			
	Logistics and Quality, Environment and Safety	50	1x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1069**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Logistics Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	6x50			
	FL	73	3x50			
	Integration Area	73	3x50			
	ICT / EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	48	2x50			
	Economics	48	2x50			
	Psychology	24	1x50			
	Technological					
	Logistics and Storage	200	8x50			
	Logistics Management	150	6x50			
	Logistics and Communication	100	4x50			
	Foreign Language for Logistics	25	1x50			
	Logistics and Quality, Environment and Safety	50	2x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1038**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Logistics Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	4x50			
	FL	48	4x50			
	Integration Area	48	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	4x50			
	Scientific					
	Mathematics	54	4x50			
	Economics	54	4x50			
	Psychology	27	2x50			
	Technological					
	Logistics and Storage	50	4x50			
	Logistics Management	50	4x50			
	Logistics and Communication	25	2x50			
	Foreign Language for Logistics	0	0x50			
	Logistics and Quality, Environment and Safety	25	2x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**468**	**38x50**			
	WRT	**420**				

Curriculum Matrix– Family and Community Support Technician - 1

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	126	5x50			
	FL	99	4x50			
	Integration Area	99	4x50			
	ICT/EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	49	2x50			
	Psychology	98	4x50			
	Sociology	98	4x50			
	Technological					
	Food and Nutrition	50	2x50			
	Basic Health Care	175	7x50			
	Community and Social Intervention	125	5x50			
	Animation Activities	50	2x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1069**	**43x50**			
	WRT	**175**				

Curriculum Matrix– Family and Community Support Technician - 2

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	147	6x50			
	FL	73	3x50			
	Integration Area	73	3x50			
	ICT/EO	50	2x50			
	Physical Education	50	2x50			
	Scientific					
	Mathematics	24	1x50			
	Psychology	48	2x50			
	Sociology	48	2x50			
	Technological					
	Food and Nutrition	75	3x50			
	Basic Health Care	200	8x50			
	Community and Social Intervention	200	8x50			
	Animation Activities	50	2x50			
	MCRE					
	Moral and Catholic Religious Education	28	1x50			
	TOTAL	**1038**	**42x50**			
	WRT	**175**				

Curriculum Matrix– Family and Community Support Technician - 3

DL55/2018

	Training Components	Annual (hours)	Teaching Time	Semestral	CAD	Obs.
Citizenship and Development	**Sociocultural**					
	Portuguese	47	4x50			
	FL	48	4x50			
	Integration Area	48	4x50			
	ICT / EO	0	0x50			
	Physical Education	40	3x50			
	Scientific					
	Mathematics	27	2x50			
	Psychology	54	4x50			
	Sociology	54	4x50			
	Technological					
	Food and Nutrition	25	2x50			
	Basic Health Care	50	4x50			
	Community and Social Intervention	50	4x50			
	Animation Activities	50	4x50			
	MCRE					
	Moral and Catholic Religious Education	25	2x50			
	TOTAL	**493**	**39x50**			
	WRT	**420**				