

Kivimies International School Annual Plan 2025-2026

- Discussed in the work community: 10.9. and 24.9.2025
 - Discussed in the student council board:
 - Approved by the school board: 24.9.2025
 - Published for guardians: 26.9.2025
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1. School Year Schedule and School Operations

1.1 School Year Working and Holiday Times

- No Saturday school days in the 2025–2026 school year.

1.2 Lesson Start and End Times

- 1st lesson: 8:30–9:15
- 2nd lesson: 9:15–10:00
- 3rd lesson: 10:30–11:15 (grades 4–6) or 11:00–11:45 (grades 1–3)
- 4th lesson: 11:45–12:30
- 5th lesson: 12:45–13:30
- 6th lesson: 13:30–14:15
- 7th lesson: 14:15–15:00

1.3 Period System

- The school uses a single period system from August 2025 to May 2026. Elective subjects for grades 4–6 are implemented in the spring semester 2026, 2 hours/week.

1.4 Number of Teaching Groups and Students by Grade, Including Preschool

- In 2025–2026, Kivimies International School has 12 teaching groups, totaling 240 students. (Detailed breakdown by class included in the original.)

1.5 Teaching Arrangements for Students with Immigrant Backgrounds and Preparatory Teaching

- Teaching is integrated with the rest of the class. Finnish language lessons are scheduled so that both Finnish and English classes have Finnish lessons at the same time, enabling flexible grouping.

1.6 Teaching Outside the School

- 6K class attended a camp school at Vierumäki Sports Institute 19–21.8.2025.
- Erasmus+ project meetings in Slovenia (21–27.9.2025) and Romania (17–23.5.2026).
- Independence Day celebrations, Yrityskylä events, and other excursions are organized.

1.7 Joint Events for Staff and Students

- A joint sports event for staff and 6th graders will be organized in spring 2026 if possible.

1.8 Other Activities Supporting Educational Goals

- **Library:** Library assistants chosen from grades 5–6. The aim is to develop the school library to function like a city library, with more English books and easier access.
- **School Meals:** Students are guided on proper plate models, encouraged to taste all foods, and food waste is monitored.
- **Recess Activities:** All students go outside for all recesses. There are enough supervisors, and rules are known by all.
- **School Journeys and Transport:** Students are instructed on safe traffic behavior. No students use school transport.
- **Morning Assemblies:** Held as needed, information shared in both Finnish and English.
- **School Celebrations:** Halloween, Independence Day, Christmas carols, Valentine's Day, Easter, May Day & Talent, UNICEF walk, Spring celebration, and 6th grade graduation.
- **Clubs:** Clubs are announced via Wilma. The aim is to provide safe and developmental activities in the afternoons.

1.9 Electives for the School Year

- Electives for grades 4–6 are organized in the spring semester 2026. Students choose their preferred courses, and efforts are made to place them according to their wishes.

1.10 Bilingual and Language Immersion Arrangements

- No bilingual or language immersion teaching at the school.

1.11 Culture, Library, and Sports Path (KULPS)

- The KULPS teacher shares information with all teachers to ensure Espoo's goals are met.

1.12 Multidisciplinary Learning Modules

- The theme for grades 1–6 is sustainable development, including environmental, social, and economic perspectives.

2. Teaching Arrangements

2.1 Teaching by Activity Area

2.2 Distance Learning

- No distance learning currently at the school.

3. Contact Persons

- **Management group:** tuomas.suhonen@espoo.fi, taiju.marttila@opetus.espoo.fi, lotta.l.tuominen@opetus.espoo.fi, tiina.koskelo@opetus.espoo.fi
 - **Student Council:** saloni.agarwal@opetus.espoo.fi, hanne.kuismin@opetus.espoo.fi
 - **Library:** mariia.seppa@opetus.espoo.fi, lori.gustafson@opetus.espoo.fi
 - **3.4 TT Responsible Teachers**
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 - antti.mettanen@opetus.espoo.fi
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- **3.5 Curriculum Coordinators – Student Team**

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 - saloni.agarwal@opetus.espoo.fi
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- **3.6 School Culture and KULPS Teachers**

- sofia.toivola@opetus.espoo.fi
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- **3.7 Safety, Bullying, and Violence**

Management Group:

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Anti-Bullying Team:

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- **3.8 Sustainability Education Coordinators – House Team**

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4. Support for Learning and School Attendance

4.1 Teaching Arrangements That Support Learning Conditions

Every teacher in our school is responsible for ensuring that teaching arrangements support the conditions for learning. Whenever possible, we use flexible teaching methods and diverse learning environments. Each teacher differentiates instruction according to the needs of the students. Students are given opportunities to study in smaller groups when necessary.

We aim to collaborate across different classes. We encourage cooperation between S and K classes, for example through excursions and projects. Arts and crafts subjects can also be taught collaboratively.

Our school has classes of varying sizes, and larger groups are provided with split lessons, especially in early education. This solution enables individual attention and interaction as part of everyday school life. The resources of school assistants are allocated based on pedagogical needs.

Our school is multilingual and multicultural. In everyday life, we value and make visible different linguistic and cultural backgrounds. We teach with language awareness. Every teacher uses subject-specific language and terminology in accordance with the learning objectives. Differentiated materials, images, plain language, and other methods are used to ensure that all students understand the content of the teaching.

4.2 Group-Based Support Measures

Group-based support measures, such as general remedial teaching and support for the language of instruction, are provided according to students' needs. General and language support teaching can be provided by the student's own class teacher or any other teacher in the school.

If general or language support teaching is provided during a lesson, a second teacher must be present. The presence of a second teacher enables flexible grouping.

Special education provided as a group-based support measure is implemented through co-teaching, flexible grouping, and various small group arrangements. The implementation method varies according to the needs of the student group.

The statutory resource ($240 \text{ students} \times 0.122 = 29.3 \text{ hours}$) is allocated to organizing group-based support measures for all students in the school, through the hours of special education and resource teachers.

4.3 Small Groups

During the autumn term, we assess which students require individual support in small groups.

5. Collaboration

5.1 Collaboration Between Home and School

Parent evenings were held at the school on August 26 and 27.

Introductory discussions for first-grade students are held in August–September 2025. The class teacher is responsible for organizing these discussions.

Assessment discussions are held between December and February.

The school has a parent association that participates in school activities in cooperation with the school staff and students.

If the parent association wishes, they may organize an International Evening during the spring term.

Wilma is the primary communication tool between guardians and teachers. If necessary, guardians and teachers also communicate by phone.

The goals and content of Wilma communication were reviewed with the staff during the Veso days at the beginning of the autumn term.

Parents are offered the opportunity to share their views on class phenomena and atmosphere before class-specific YHR meetings.

5.2 Transition Phase Collaboration

The future teacher of incoming students will handle the transition arrangements in May, if the teacher is known.

Teachers of grade 6 handle the transition to upper secondary school.

The special education teacher and principal, in cooperation with the communal student welfare team, support teachers in transition phase collaboration.

Preschool units (Pilke Tapiola and Kivimiehen PK) and the school collaborate according to a jointly created plan. The plan includes regular meetings between leaders, school visits by preschoolers (autumn 2025), preschool visits by schoolchildren (spring 2026), and an orientation day for incoming students (May 2025). Additionally, the school principal will organize a Teams info session for preschoolers' guardians in November 2025. The invitation will be sent to four Pilke preschools: Tapiola, Espoonlahti, Kilo, Westend, and Kivimiehen daycare.

5.3 Partners Collaboration

The school and preschool must collaborate according to the guidelines provided by the City of Espoo. Preschool teachers and first-grade teachers plan meetings together. The school principal and daycare manager must facilitate planning sessions for teachers from different units.

Our school hosts Pilke afternoon club activities for grades 1–2. The club operates in both Finnish and English. First and second-grade teachers work closely with the afternoon club instructors.

We collaborate annually with various partners. Examples include: Otaniemi, Sello and Tapiola libraries, Aalto Junior, Otahalli, Esport, ESRC, EMMA, and UNICEF. We will inform separately if collaboration with different parties or organizations takes place during the school day.

6. Promoting Well-being and Growth

6.1 Well-being of the School Community

During this school year, we will implement a *Well-being Annual Calendar*. The student council, peer mediation, various student responsibilities within classes and across the school, student participation, school-wide events and gatherings, shared recesses, a positive and encouraging atmosphere, and initiatives promoting good behavior such as the *Good Behaviour Game* all contribute to the well-being of our school community.

6.2 Communal Student Welfare

The communal student welfare team (YHR) meets regularly, almost weekly. The team includes the school social worker, psychologist, nurse, special education teacher, and principal. Coordinated by the communal welfare team, class teachers will conduct school-specific well-being surveys in their classes during autumn 2025. These surveys help assess the situation in each class to enable preventive support for the well-being of the class or individual students. The results are discussed with class teachers during class-specific YHR meetings.

Student welfare provides consultation for teachers as needed. The school has a model for preventing and addressing bullying. If necessary, an anti-bullying team composed of teachers is activated.

Here is the link to the *Student Welfare Annual Calendar*.

6.3 Preventing and Addressing Absences

6.3.1 Positive School Culture

Respectful and positive interactions

Feeling heard and seen

Caring and supportive atmosphere

Inclusion, safety, and sense of belonging

Practicing emotional and social skills

Close cooperation between home and school

Recognizing and encouraging positive behavior

Systematic intervention in bullying and harassment

Continuous group-building activities

Student council activities

Buddy student program

Peer mediation (Verso)

At our school, everyone is greeted. We ask students how they are doing and show genuine interest in them. Through our actions, we remind students that they can always talk to the adults at school.

6.3.2 Implementation of the Absence Monitoring Model

Four times a year, approximately every 12 weeks, class teachers submit an absence summary of their class to the principal. These summaries are reviewed at a general level in the communal welfare team meeting led by the principal, and support measures are considered if needed.

The absence monitoring model follows the *KouluKunnossa* framework.

6.4 Substance Abuse Prevention and Intervention Plan

We implement preventive substance abuse education, mainly integrated into various subjects through content promoting well-being and health. Topics related to substances are covered in environmental studies. Preventive work is carried out both systematically and as needed in everyday school life.

Students regularly practice social and emotional skills in all grades. Daily activities support students' self-esteem, encourage discussion, and promote knowledge about well-being and making healthy choices.

We aim to strengthen protective factors against substance use, such as helping students discover their strengths, recognizing and verbalizing positive qualities, reinforcing self-image, and helping students understand their uniqueness and importance. We also foster belief that everyone can find their interests and place in the world.

In upper grades (5–6), we emphasize understanding the risks of substance use by guiding students to seek reliable information and providing accurate facts during lessons. These lessons are taught by class teachers and, when needed, student welfare professionals. Substance education is interactive and student-centered.

Students are involved in analyzing the results of well-being surveys and planning actions based on them. The communal welfare team (YHR) listens to classes and teachers and visits classrooms. YHR actively monitors the substance use situation at school, reviews well-being and health survey results, and bases its actions on both survey data and everyday school observations.

We maintain open and timely cooperation with guardians regarding substance-related issues. Families are referred to student welfare professionals when needed.

The school nurse meets students during health check-ups and simultaneously conducts preventive substance abuse work.

We also collaborate on substance abuse prevention with youth services, the police, and other stakeholders whenever possible. For example, we welcome guest speakers to the school when available.

6.5 Becoming a Strong Community Together -plan

Steps for addressing bullying at Kivimies School.

6.6 Equality and Non-Discrimination Measures for the 2025–2026 School Year

6.6.1 Promoting Equality

We invest in equality in our school's daily life. We acknowledge students' diverse backgrounds and ensure every student has a safe school day. Each student is treated as an individual. We continue and, where possible, increase cooperation with our international parent association.

6.6.2 Equal Treatment

Gender-neutral restrooms, appropriate language use, and consideration of different family situations and cultural backgrounds in school activities.

7. A Skilled and Learning Community

7.1 Leadership and Development of the School Culture

The principal, assistant principals, and the leadership team ensure the implementation and development of inclusive basic education throughout the school by raising relevant issues with the teaching staff.

Every student is given the opportunity to study in their own basic education group. Students are supported in diverse ways by the class teacher and the special education teacher.

The special education teacher's resources are allocated based on need and through flexible teaching arrangements.

Our school has a student welfare team led by the principal.

The school has shared rules, and each class also has its own more detailed rules.

Guiding students is the responsibility of everyone in everyday school life.

Our school has anti-bullying activities, a development team for these activities, and Verso peer mediators.

Classes emphasize group-building.

There is collaboration between classes, such as through buddy activities.

7.2 Curriculum Competence

Staff participate in city-organized training during Veso days and throughout the school year during YS time.

YS time is used for familiarization with relevant topics.

New practices are implemented with the support of the special education teacher.

Clear procedures for the school are planned during the school year. The leadership team and student welfare team collaborate on the planning.

7.3 Improving Literacy

We highlight the importance of literacy and its role as a tool for all learning.

In early education, we strongly support the development of children's reading skills, considering their individual starting points.

We use various techniques to strengthen literacy (e.g., paired reading, point reading).

Teachers read books aloud in class.

Classes regularly use the services of the school and city libraries. Additionally, they participate in book recommendations and tasting sessions.

Various practices are used in classes: reading campaigns, reading grandmas, reading diplomas, reading challenges, etc.

The school has library coordinators who motivate students to engage with books. Students in grades 5–6 are selected as library assistants.

The *Whole School Reads* event is organized several times during the school year.

Students are offered the opportunity to use audiobooks and audio apps for different book series.

We encourage guardians to read frequently with their children.

7.4 Language and Cultural Awareness in Teaching

Our school is multilingual and multicultural. In everyday life, we acknowledge different linguistic and cultural backgrounds.

Teaching uses plain language, differentiated materials, images, and other methods to ensure all students understand the content.

Our school has a diverse range of teachers from different linguistic and cultural backgrounds, and they teach various groups.

We celebrate cultural holidays as part of school life.

We utilize Espoo's cultural coordinators in cooperation between school and home.

We participate in the Erasmus+ project from 2024 to 2027, which increases students' cultural awareness and interest.

7.5 Digital Competence

We follow Espoo's curriculum for information management skills.

Teachers ensure instruction is in line with the curriculum.

During the school year, the school's digital plan is updated by grade level.

Our school has the necessary equipment and a designated digital coordinator teacher.

Teachers regularly monitor students' progress and provide support to those who need it.

The school offers opportunities to participate in elective programming courses and Aalto Junior's KULPS activities.

Staff and students have access to the *Someturva* service.

7.6 Promoting the Sustainability Education

The goal is to sort waste and use new recycling bins. Students are encouraged to walk, bike, or use public transport to school.

Actions include:

Monitoring biowaste

Sustainability Week

Recycling bins in the school and paper recycling bins in classrooms

Local litter collection day

Participation in the Erasmus+ project with the theme of climate change. The project includes various sustainability education tasks carried out during the school year.

Sustainability is also a theme in multidisciplinary learning modules (MOK).

8. School Development and Evaluation Activities

8.1 School Self-Evaluation and Other Assessment Results

Staff Survey:

Principal and Assistant Principal:

Although the average scores of many responses were good, more support and time from the principal are needed. Starting from the 2025–2026 school year, the school will have a principal who is expected to have more time to support the work community. With the new teacher team structure, the principal's administrative workload will decrease, allowing more time for pedagogical leadership. The school's leadership structures have been clarified with tools such as annual calendars and a digital bulletin board.

To promote staff well-being, one teacher team has organized regular activities for staff outside teaching hours.

Our school uses the *Together Strong – No to Bullying* model (anti-bullying action program), average score 2.71. This was still in the planning phase last school year. For 2025–26, the plan has been completed and will be presented to students on September 19, 2025.

There is active discussion at school about implementing the curriculum, average score 2.71. The curriculum has now been updated, and more time will be allocated for its discussion and implementation in 2025–26.

Belief in the clarity brought by the new support legislation, average score 2.57, and **belief that strengthening the neighborhood school principle increases equality**, average score 2.67. We will practice and learn together about the support reform so that staff experience it as a positive change.

Student Survey:

If a student is bullied, classmates intervene – average score 2.87

Lessons have a good working atmosphere – average score 2.67

Development areas for 2025–26:

Reducing bullying by activating the *Together Strong* -program and increasing anti-bullying awareness during lessons.

8.2 Projects and Collaborative Initiatives

The school is part of a KA220 Erasmus+ project involving six countries. From September 21–27, 2025, two teachers and three students will travel to a project meeting in Slovenia. In May 2026, two teachers and three students will travel to a project meeting in Romania.

The *Homework Help* (Läksyhelpi) -program by the Finnish Red Cross and Haukilahti Upper Secondary School will continue at our school during autumn 2025.

8.3 Surveys During the School Year

8.3.1 Student, Staff, and Guardian Surveys

Guardian survey (Matinkylä-Olari, Tapiola, Leppävaara) for guardians of students in grades 1–6 will be conducted in January–February 2026.

8.3.2 Other Surveys and Evaluations

MOVE! Physical fitness monitoring (Finnish National Agency for Education) – Grade 5, August–September 2025

DigiLukiseula (NMI) – Grades 1, 2, and 4, March 2026

PIRLS (IEA, every 5 years) – Grade 4, Spring 2026

PIRLS = Progress in International Reading Literacy Study

Pedagogical Leadership Survey (Karvi) – September–October 2025

Karvi = Finnish Education Evaluation Centre

Principal Survey – Spring 2026

8.3.3 Processing Surveys and Evaluation Results

The principal ensures participation in scheduled surveys. Results are processed collaboratively with a multidisciplinary approach. The student council reviews relevant survey and evaluation results in its meetings. Development areas for the next school year are identified based on the results. Guardians are informed of the survey results via Wilma.

9. School Health, Safety, and Emergency Preparedness

9.1 School Leadership During Principal's Absence

In the absence of Principal Tuomas Suhonen, the responsible persons are the assistant principals:

Monday–Thursday: Lotta Tuominen – lotta.l.tuominen@opetus.espoo.fi

Friday: Taiju Marttila – taiju.marttila@opetus.espoo.fi

If both Tuomas Suhonen and Lotta Tuominen are absent, the responsible person is **Taiju Marttila**.

If Tuomas Suhonen, Lotta Tuominen, and Taiju Marttila are all absent, the responsible person is **leadership team member Tiina Koskelo** – tiina.koskelo@opetus.espoo.fi.

9.2 Preparedness and Drills

Rescue plan reviewed with staff: August 20, 2025 and September 24, 2025

Fire and evacuation drill conducted (by August 30): August 26, 2025

Sheltering-in-place procedures discussed with staff: September 24, 2025

Risk assessment completed or updated: October 21, 2024

New staff trained in safety procedures: September 24, 2025

Safety topics discussed at parent evenings: August 26 and 27, 2025

In accordance with the guidelines of the Finnish-language basic education unit, schools organize **emergency first aid training annually for approximately one-third of the school staff**.

Number of staff with valid emergency first aid training at the beginning of the school year: 2

Number of staff trained in police-organized annual safety training: 1

How are substitutes trained in safety procedures?

Safety instructions are included in the substitute folder. Every classroom has evacuation route maps.

9.3 Health, Safety, and Well-being Inspection

Previous inspection: December 20, 2023

Next inspection: 2026

Following the last inspection, items on the music classroom floor were removed and cleaned. During summer, desks are cleared for summer cleaning. The maintenance company ISS has carried out minor repairs after the inspection. Results are monitored annually through risk assessments. The next risk assessment will be conducted during the autumn term of 2025.

10. Guidance Plan

Kivimies School Guidance Plan 2025–2026