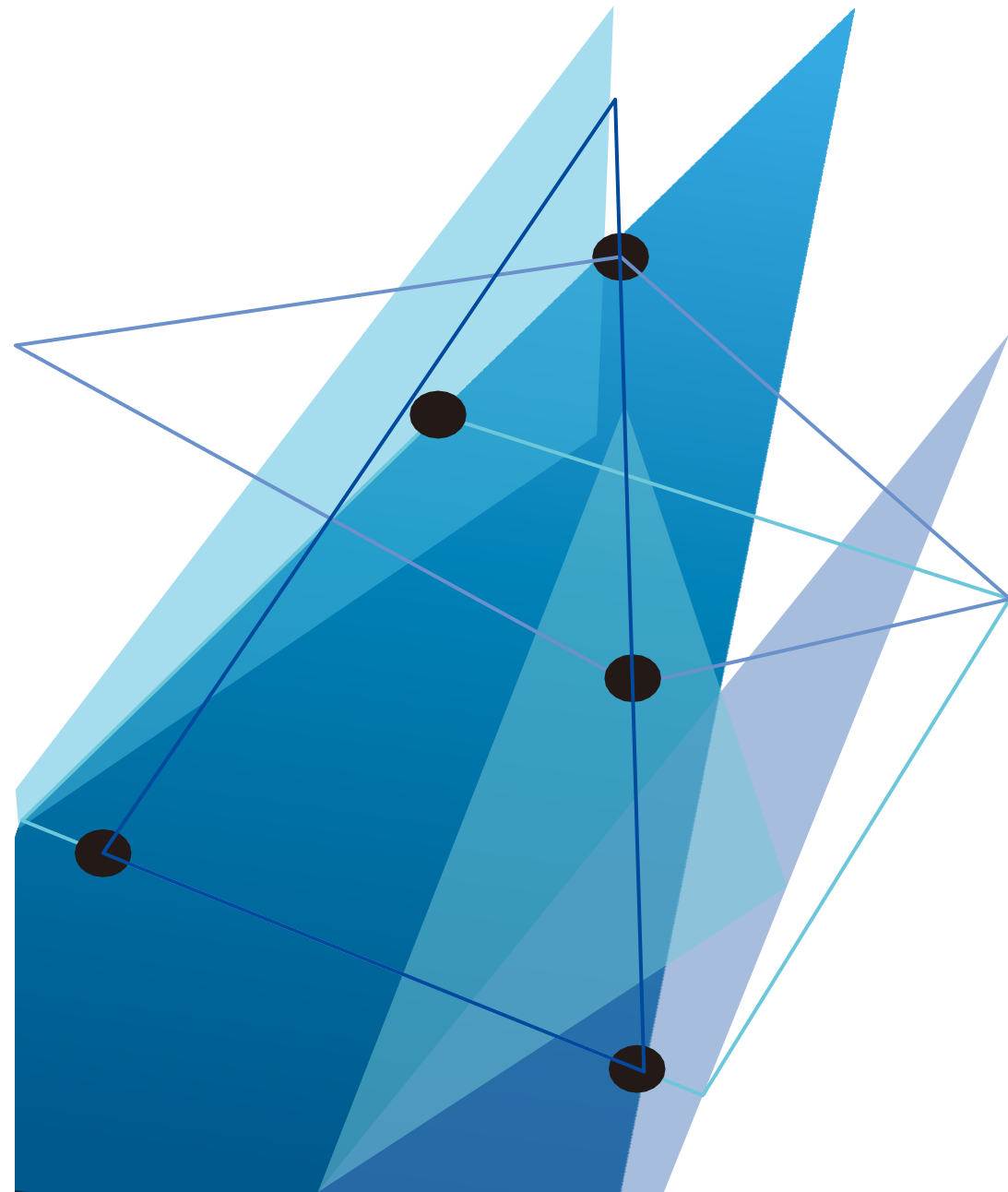




**ST IGNATIUS
COLLEGE**

LEARNING AND GROWING TOGETHER
TO BE THE BEST WE CAN

Bridging Vision and Action: St Ignatius College Strategic Plan 2025–2027



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Cover page image – created by Open AI Chat GPT

The content in this report reflects the work of St Ignatius College Psychosocial and Curriculum teams under the leadership guidance and support of the Head of College Network, Dr Doreen Said Pace, PhD.

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Foreword

This document offers an overview of the work undertaken by the team at St Ignatius College, namely, the Head of Network, the Psychosocial and Curricular teams, to support the schools within the St. Ignatius College network. The primary focus has been on cultivating a positive and inclusive learning environment that fosters both personal growth and academic achievement.

Through our daily efforts, the College team plays a key role in advancing the Ministry for Education, Youth and Research's (MEYR) mission and vision for educational transformation, as outlined in the National Education Strategy 2024–2030. Accordingly, this report not only outlines the initiatives implemented but also highlights ongoing challenges and sets out priorities for the upcoming scholastic year. These have been mapped into three strategic action plans:

- The College Strategic Literacy Plan
- The College Strategic Digital Literacy Plan
- The College Leadership Plan (2025–2027)

The first two plans are integral to the Teaching and Learning priorities of the College Development Plan 2025–2027 for the teaching and learning area.

Ongoing initiatives not yet included in this report, but currently in development to before the start of scholastic year 2025-2026, include:

- The College Assessment Policy
- The updated College Mental Health Framework
- The College Strategic STEAM Action Plan

Dr Doreen Said Pace
HCN
July 2025

Our Vision, Mission, Philosophy and Values

Vision

St Ignatius College is committed to empowering all learners by equipping them with foundational skills in literacy, science, and digital competence to ensure that they leave compulsory education with the essential knowledge, skills and abilities required to pursue further studies or enter the workforce confidently. Through this commitment, the College contributes to the development of a socially just, ethical, and inclusive society.

Mission

St Ignatius College is dedicated to delivering a high-quality, professional service to its stakeholders and the wider community. This is achieved through sustained investment in professional development that promotes a growth mindset and embraces a person-centred approach, ensuring that every learner is offered meaningful and inclusive learning opportunities.

Philosophy

St Ignatius College adopts an inductive approach to identifying its strengths and areas for improvement, beginning with active listening to its school leadership teams. This is followed by collaborative brainstorming, structured discussion, implementation, and ongoing evaluation of proposed actions. By engaging stakeholders at every stage, the College fosters a strong sense of ownership and shared responsibility, ensuring the effective implementation of initiatives aimed at raising the standard of quality education for all students.

Values

Excellence, Professionalism, Commitment, Respect, Social Justice, Trust, Integrity

St Ignatius College's Goals

St Ignatius College holds an Erasmus+ Accreditation, enabling it to participate in various European educational initiatives.

The college's Erasmus+ projects focus on:

- Enhancing the professional emotional capacity of psychosocial teams, school leaders, and educators to foster a positive learning environment.
- Promoting skills within the STEAM (Science, Technology, Engineering, Arts, and Mathematics) educational fields.
- Identifying and fostering the digital skills of our students starting from the ones in the primary schools.
- Reinforce the development of the linguistic competences of the non-Maltese students to increase their sense of belonging in our schools and communities.

Looking back to move ahead

Figure 1 illustrates the targets established by the college for its network of schools in October 2024, based on insights drawn from the analysis of the preceding scholastic year. Subsequently, Figure 2 shows the deliverable progress of the targets outlined in Figure 1.

Figure 2 The roadmap that the College Network had set for itself in October 2024

Looking back and ahead

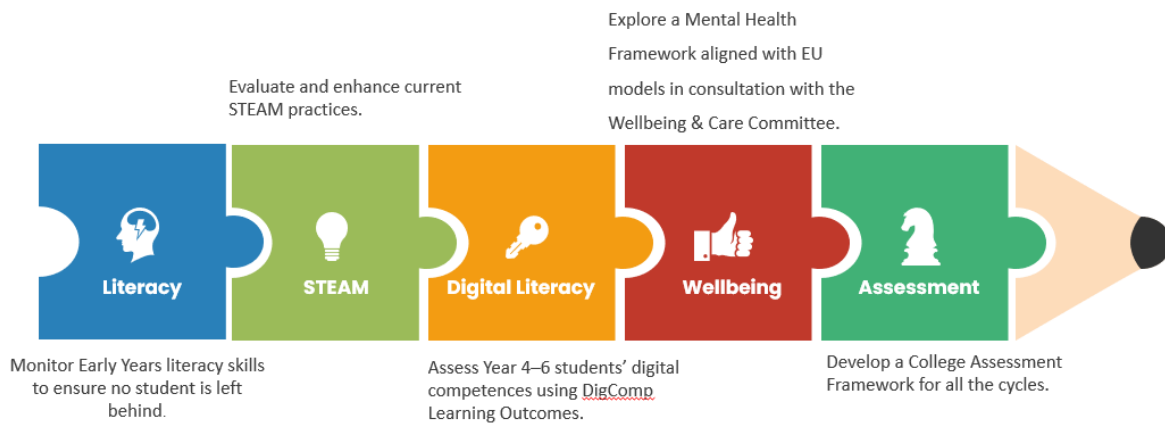



Figure 1: Progress registered since October 2024.

Notable Achievements



Summer College Revision Classes

100 students receiving intervention to yet prevent from widening the gap.

- 63 – Year 1
- 29 – Year 2
- 8 – Year 3

Digital Literacy Skills

- 5 bespoke measures aligned with the Digital Education Framework and the Learning Outcomes.
- Test run with 274 students (Year 5 cohort)
- 82% average rate of participation

Non-Maltese Learners

- 2nd year of after -school programme at Qormi schools.
- 30 students

STEAM – School of Excellence Recognition

- Royal Academy of Science International Trust
- Gradual increase in project participation
 - (2023 – 43)
 - (2024 – 78 [+40%])
 - (2025 – 89 [+ 14%])
- Highest participation in the National STEAM Challenge with 10 submissions.

European Award

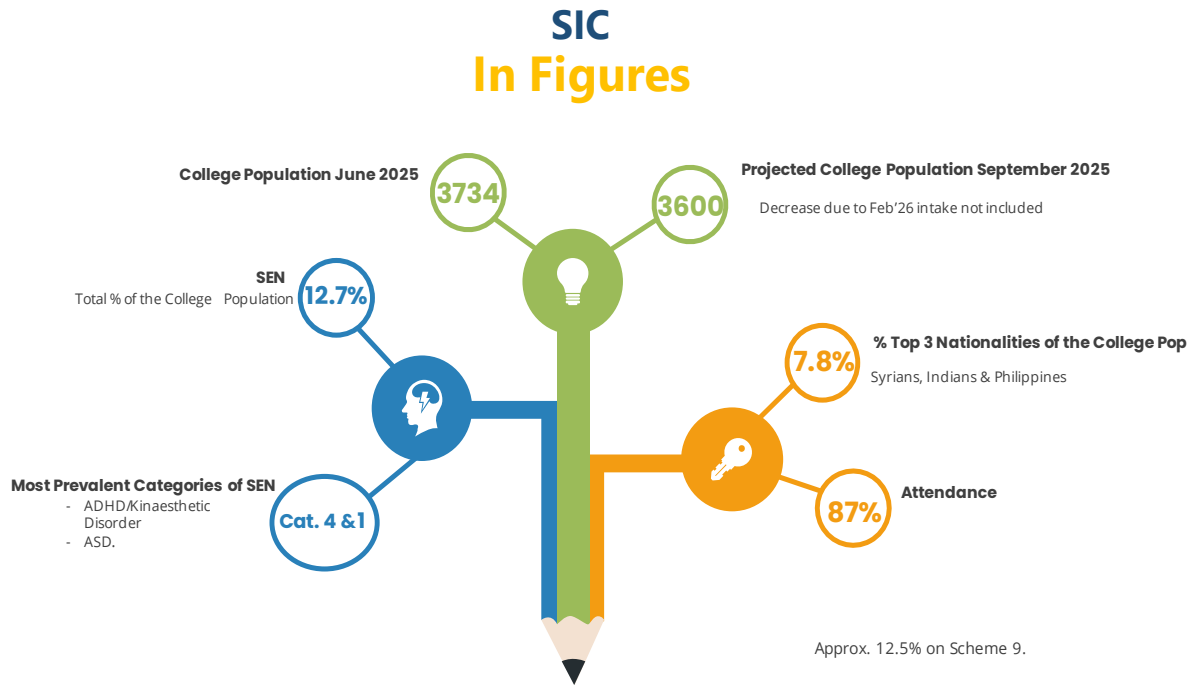
- Innovative Teaching Award for Wellbeing (Primary)

Policies

- Mental Health Framework
- Draft Assessment Policy

In moving forward, St Ignatius College’s state of play are as shown in Figure 3.

Figure 3: SIC in Figures



College Leadership

By HCN – Doreen Said Pace

Internal Analysis Key takeaways

Council of Heads

Findings from the short survey, the 1-1 meetings and the padlet open-ended questions revealed that the **positive aspects** of the current leadership are as follows:

- The leader is perceived as **professional, appreciative, and emotionally resilient, fostering a supportive and development-oriented environment.**
- There is a clear and motivating vision in place, and most participants feel aligned with the college’s mission.
- The leader appears to value staff contributions, support innovation, and invest in professional growth.

On the flip side, the **development areas** require:

- **improvement in internal communication** to establish more consistent and transparent communication practices to ensure all stakeholders are fully informed and included in key decisions.
- **enhancing team dynamics** to proactively address interpersonal conflicts and foster stronger collaboration through team-building and open dialogue.
- **creating space for reflection and innovation** to encourage periodic reviews of ongoing initiatives to ensure they remain relevant, impactful, and not overly repetitive.
- **empowering middle leaders** to provide greater autonomy and opportunities for heads of school to lead and innovate independently.
- **monitoring accountability and focus** to ensure that operational efficiency supports the primary goal of teaching and learning without unnecessary distractions.

To ensure continuous improvement, the college leadership will put into practice the following strategic action plan (Table 1) to strengthen the team by supporting the newly deployed HOS to adapt and adjust to the new context.

Recap

The leader is largely viewed positively, with strong relational and motivational skills. However, to elevate leadership effectiveness further, attention should be given to strengthening internal communication, empowering middle leadership, and ensuring strategic coherence across initiatives. With these improvements, the college can build a more cohesive, innovative, and focused leadership culture that drives sustainable success.

Views of the College Administration Staff

The leadership at the College is **very positively perceived** by staff. Employees **feel supported, valued, motivated, and they trust the vision and direction of leadership**. Nonetheless, small improvements could focus on even more inclusive communication and creating opportunities where all voices feel equally heard. Reproduced below is the feedback by one of the respondents which sums up the college ethos beautifully.

Our team is already very dynamic. But what I particularly appreciate is the professional trust (and the flexibility) we are all allowed to work in. Room for improvement will always be there and I am looking forward to discussing together so that we can fine-tune our services even further and consolidate what we have already got.

Key takeaways

- The respondents mostly feel welcomed at the workplace.
- Satisfaction with leadership is generally high (many answered "Extremely satisfied").
- Confidence in leadership and communication are strong too — lots of "Strongly agree" responses.
- Opportunities for growth and dedication to professional development were also rated positively.

What this indicates about the leader:

- The leader is **highly trusted and respected**.
- The leader is **good at communicating** and **sharing a motivating vision**.
- The **organization under this leadership** provides **professional development** and **supports employees**.
- Minor areas for improvement exist but are more about interpersonal dynamics rather than lack of leadership skills or qualities.

In view of the above, the following action plan has been developed to address the needs while also strengthening the positive things that had been identified.

Action Plan

College Development Action Plan		
KEY AREA: Leadership		
Priority Development Target	Foster a strong sense of belonging among newly deployed College of Heads (COH) members while further reinforcing the sense of connection and engagement among long-standing Heads of School (HOS).	National Quality Standards in Education (3-16 years) July 2023
Success Criterion/Criteria	HCN will encourage: <ul style="list-style-type: none"> • Active participation in the different types of meetings and settings that will be held. All encounters will be preceded by an agenda and followed by the respective minutes. • Favourable response from the newly deployed HOS about the sense of belonging and level of trust and respect in at least two qualitative feedback opportunities – one at the end of term 1 and one at the end of the scholastic year. • Improved or sustained positive response about the College ethos following changes that were beyond our control. • Evidence of cross-school collaboration in shared College events. • Evidence of shared vision and collaborative language across communication platforms and documentation. • Reduction in siloed practices or school-specific deviations from agreed College-wide priorities. • Increased peer-to-peer support observed in informal interactions and formal feedback sessions. 	National Education Strategy 2024 -2030
Implementation:		

Communication	In addition to the monthly COH, implement regular updates to ensure timely, inclusive, and clear information sharing.	October - June	HCN COH members
Conflict Resolution	Introduce mechanisms for early intervention in interpersonal issues, including mediation or coaching if necessary.		
Strategic Planning	Schedule review sessions to assess the effectiveness of current initiatives and explore new, innovative directions.		
Leadership Empowerment	Adopt a coaching approach to encourage independent decision-making and creative problem-solving.		
Focus on Core Priorities	Streamline activities to reduce redundancy and ensure adequate time and resources are allocated to teaching, learning, and student outcomes.		
Monitoring	Progress against these criteria will be reviewed on a termly basis through surveys, meeting minutes, and qualitative feedback tools. Adjustments to strategy will be made as needed to ensure sustained integration and engagement for all COH members.		



Note: An image generated by Microsoft CoPilot365 upon the prompt to create an illustration on the best qualities of a leader.

Curricular foci – Literacy, Digital Literacy, AfL and STEAM

Literacy

By Nadia Zammit

TERM 1

Literacy Development Focus

During the first term of this scholastic year, the College placed a strong emphasis on effectively utilising the results of the Literacy Screeners administered to all Year 1 and Year 2 students in May of the previous scholastic year. The screening outcomes were analysed and discussed with the Head of College Network (HCN), the Education Officer (EO) for Curriculum, and the EO for Early Years.

Follow-up meetings were held with teachers of Years 1, 2, and 3. In meetings with Year 1 teachers, discussions centred on strategies to enhance the teaching of literacy, with particular emphasis on integrating elements from the Literacy Checklists into daily classroom practices to strengthen foundational literacy skills. Additionally, targeted training on the use of Phonics Programmes was provided where necessary.

For Year 2, meetings involved a detailed review of the screener scripts conducted at the end of the previous scholastic year when the students were in year 1. Teachers examined the scripts of their respective students, and the identified individual learning difficulties were discussed. Broader trends were also highlighted to inform instructional planning.

A similar approach was adopted during meetings with Year 3 teachers. They were provided with the Year 2 end-of-year screener scripts and engaged in discussions to plan how the identified individual and overall areas of difficulty can be addressed. These insights were used to guide teaching and support strategies moving forward.

Meetings with SLT and School Support

At the beginning of the scholastic year meetings were held with members of the SMT from the five schools in the College. The idea of these meetings is to discuss training and support required for NQTs, supply teachers or teachers who are new to the school. Apart from setting dates for training required, dates for parental meetings were also set as well as a time-frame for doing the Reading Running Records for children in years 2, 3, 4, 5 and 6. Other issues related to literacy were also discussed as per requirements of each school.

The following training was given:

- Training on the use of the Active Learn platform (Phonics Bug)
- Training on the use of PM Benchmark and conducting Reading Running Records
- Guided Reading
- Phonological Awareness
- The use of the Literacy Checklists and Storytelling Methodology

In addition to supporting teachers, parental meetings were also organised. During the first term, a session was held in each of the five schools focusing on the teaching of Maltese in Year 1. These meetings highlighted the methodology used to teach letters and provided parents with practical suggestions on how they could support their children's learning at home.

Reading Running Records

Reading Running Records were conducted across all schools within the College. Students from Year 3 upwards were assessed using the PM Benchmark to determine their reading levels. These assessments were primarily carried out by class teachers, with support from Complementary Education teachers where available. I provided assistance to teachers in all schools during the administration of Reading Running Records, which took place between Term 1 and Term 2. There was only one school where RRR were conducted with year 2 students only.

Based on the assessment results, students were grouped accordingly in preparation for Guided Reading sessions. Additionally, some schools chose to assess Year 2 students during the first term to enable an earlier start to Guided Reading instruction.



Reading Running Records conducted with students in year 2.

TERM 2

Literacy Screeners for year 1 students

Building on last year's work, I once again collaborated with the EO for Curriculum and the EO for Early Years to design and implement the Literacy Screeners for Year 1 students. This year, screeners for Year 2 were not carried out, as those students participated in the National Literacy Assessments instead.

During our meetings, we planned the screeners for both Maltese and English, focusing on reading and writing components. A new development this year was the introduction of a booklet format for the assessments. This change was made to simplify the process by avoiding loose sheets and to allow for a more efficient, at-a-glance evaluation of each student's literacy skills.

Once finalised, the screeners were discussed during the Literacy Link Persons meetings, and the dates for administration in May were agreed upon with all schools.

Parental Meetings

During this term, meetings were held with the parents of Year 1 students in all schools to explain the methodology used in teaching English. These sessions also explained the use of the Active Learn online platform and provided suggestions for activities that parents can carry out at home to support their children's literacy development.

Additionally, two meetings were organised for the parents of Year 2 students at Żebbuġ Primary, as similar meetings had not taken place the previous year, when children were in Year 1. The first meeting focused on the teaching of English, including the sounds of the English language, how to access and use the Active Learn online platform, and home-based activities to support literacy. The second meeting addressed the importance of reading with children and provided practical tips on how parents can do this effectively.

Meetings were also held in some schools with the parents of students currently in Year 3. These sessions focused on the different spelling strategies being introduced in class, with the aim of helping parents better understand the approaches being used and how they can support their children's spelling development at home.



Parental Meetings with Parents of children In Years 1 and 2

Year 4 Literacy Assessments

Following the Literacy Assessments conducted with Year 4 students in January 2025, the assessment scripts were corrected, and the results were entered to determine each child's literacy level. Meetings were then held with members of the Senior Leadership Team (SLT) to review and discuss the overall performance as well as individual progress of children in year 4.

In collaboration with the Literacy Link persons, a detailed analysis of each student's progress was carried out by comparing their performance in the Year 3 and Year 4 assessments. This comparison helped to identify patterns of improvement or areas of concern at an individual level.

Further meetings were also held with class teachers to share findings and discuss appropriate follow-up. In schools where a setting system is in place, discussions focused on whether student movement between sets was necessary based on the assessment results, ensuring that learners are placed in the most suitable group for their current level of literacy development.

The year 4 Assessment scores were also discussed during Council of Heads.

Symbol Literacy Project

During this scholastic year, Luqa Primary School opted to organise two Symbol Literacy Projects as part of its continued commitment to enriching students' experiences through creative and immersive learning.

The first project targeted Year 3 students and built on the "Classroom Without Walls" experience they had participated in the previous year at Verdala Palace. This year, the focus shifted to a three-day project held at the National Museum of Archaeology in Valletta during the last week of February.

To prepare students for the experience, a pre-visit session was held at school, during which they were introduced to the story of *Melqart* and the *ċippi*. This introductory session helped provide historical context and sparked curiosity ahead of the on-site activities.

The main project at the museum focused on exploring the historical and cultural significance of the *ċippi* and the stories surrounding them. Through hands-on, literacy-based activities linked to the museum exhibits, the project aimed to deepen students' understanding and appreciation of Maltese heritage.



Year 3 students during the three day on-site 'Classroom without Walls' activity at the National Museum of Archeology



Luqa pre-visit session Introducing students to the story of Melqart and the cippl.



The second Symbol Literacy Project involved the current Year 2 cohort, who enjoyed a four-day "Classroom Without Walls" experience at Verdala Palace in May. This experience was preceded by a preparatory visit to the palace grounds on the 10th of April, during which students explored the outdoor spaces and participated in various engaging activities designed to spark curiosity and build background knowledge.

Several planning meetings were held in advance with Ms Stephanie Bonnici from the Symbol Literacy Project team, alongside the Year 2 and Year 3 teachers. Together, we collaboratively planned the sessions and selected the materials to be used, ensuring alignment with both the curriculum and the project's creative aims. Given that this was the second consecutive year that the Year 2 teachers were involved in the project, they were encouraged to take a more active and leading role. Greater autonomy was given to allow them to take initiative in shaping the sessions and facilitating the learning experiences.

TERM 3

Year 2 Literacy Assessments

Following the administration of the Year 2 Literacy Assessments in March 2025, the assessment scripts were corrected, and the results compiled. Each student's literacy level was identified based on their performance, and the data was recorded for further analysis.

Subsequent meetings were held with members of the Senior Leadership Team (SLT) to review the outcomes and discuss overall trends and performance levels across the cohort. In addition, focused meetings were conducted with Year 2 teachers to discuss the results in greater detail. These discussions aimed not only to identify individual and group areas requiring further support but also to gather teacher feedback on the assessment process itself.

As this was the first time that Year 2 students participated in a National Literacy Assessment, teacher feedback was especially valuable. These insights will help inform future improvements to both the assessment design and the support strategies put in place to strengthen early literacy development.

Year 1 Literacy Screeners

During the month of May, Literacy Screeners for Year 1 students were conducted across all schools in the college. These assessments were carried out with the support of SLT members and Complementary Education teachers. Once completed, the scripts were corrected, and the data inputted for further analysis.

Follow-up meetings were held with the Senior Leadership Team (SLT) of each school to review the results. Additional meetings with Year 1 teachers were organised to discuss the outcomes in detail, identify areas for improvement, and reflect on classroom practices.

Based on the results and discussions, following last year's initiative, students who did not perform well in the screeners were offered the opportunity to attend catch-up classes during the summer holidays. Unlike last year, all schools were successful in securing the necessary human resources to run these classes.

Table 1: Statistics about the Summer College Revision Classes 2025

The number of educators involved and the number of students who will benefit from this summer support programme are as follows: School	Number of Educators providing service	Number of Yr 1 students benefiting from the service	Number of Yr 2 students benefiting from the service	Number of Yr 3 students benefiting from the service	Total number of students
Luqa	8	16	16	/	32
Qormi SG	1	13	/	/	13
Qormi SS	5	11	4	8	23
Siggiewi	3	16	/	/	16
Zebbug	2	7	9	/	16



College Strategic Literacy Action Plan

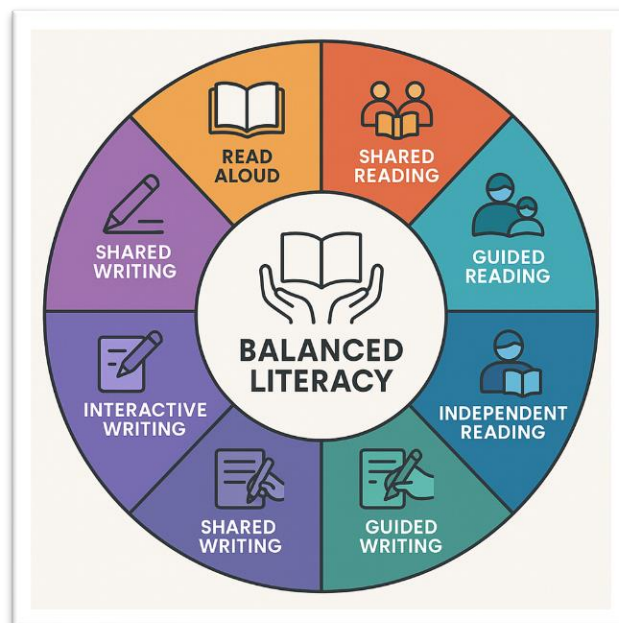
School Development Action Plan		
KEY AREA: Teaching and Learning		
Priority Development Target	DT 1. Strengthen learners' basic literacy skills in Maltese and English to support effective curriculum mastery. DT 2. Equip learners with strong communication skills in both Maltese and English to foster meaningful interactions. DT 3. Enhance learners' reading and writing proficiency in both languages to improve overall academic performance. DT 4. Provide educators with professional development on implementing a balanced literacy approach.	National Literacy Strategy 2021 – 2030 National Education Strategy 2024 -2030
Success Criterion/Criteria	DT 1. Students demonstrate measurable improvement in standardised literacy assessments for both Maltese and English by the end of the scholastic year. DT 2. Students actively participate in class discussions, presentations, and collaborative activities in both languages, with noticeable improvement in fluency and confidence. DT 3. Students reading levels improve and students can produce written work in both languages with an increased level of accuracy and depth. DT 4. Educators demonstrate effective implementation of balanced literacy pedagogies, leading to improved student engagement and literacy outcomes.	
Implementation: Early and Junior Years		

Actions	Steps to be taken	Timescale	Coordinator	Monitoring and evaluation
DT 1 - Helping all learners to develop basic literacy skills by making use of different strategies to teach word study.	<ul style="list-style-type: none"> Focus on various aspects of word study to help students acquire basic skills in both Maltese and English. Educators use strategies such as: <ul style="list-style-type: none"> Phonological awareness Vocabulary instruction Spelling strategies Phonic instruction Sight word recognition 	October - June	Literacy Link Person (LLP) - Deputy Head responsible for Literacy in the school Head of Department (HoD) for Literacy	LLP conducts classroom walkthroughs/lesson observations. LLP reviews teaching plans to ensure that different aspects of word study, listening and speaking activities are embedded in the teaching plan. LLP organises regular meetings between teachers and HoD Literacy to evaluate lessons, plan future sessions and discuss queries.

	<ul style="list-style-type: none"> To organise parental meetings where parents are briefed about the teaching and learning strategies adopted by the school in order to strengthen school-home links and to provide parents with skills on how to support their children's development of literacy skills at home. 			
DT 2. Help learners to acquire communication skills in both Maltese and English to be effective communicators.	<ul style="list-style-type: none"> Allocate time for modelled, supported, and independent practice of listening and speaking skills. Embed listening and speaking activities, such as storytelling, show and tell and discussions in the teaching plan. 	October - June		

<p>DT 3. Helping all learners to develop reading and writing skills in both languages by making use of different strategies to teach reading and writing.</p>	<ul style="list-style-type: none"> • Prioritise reading and writing time across the curriculum. • Teachers use different reading strategies including Read-aloud, Shared, Guided and Independent reading. • Provide all children with opportunities to borrow and read books from classroom, school, public and virtual libraries. • Teachers use different writing strategies including modelled, shared, guided and independent writing instruction to help children develop their writing skills. 	<p>October to June</p>	<p>LLP HoD Literacy</p>	<p>Reading Running records are used as a tool to assess children's reading levels and monitor progress.</p> <p>LLP conducts classroom walkthroughs/lesson observations to ensure that different reading and writing strategies are being used.</p> <p>LLP organises regular meetings with teachers and HoD Literacy to evaluate lessons held, plan future lessons and discuss queries.</p>
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<p>DT 4. To provide educators with opportunities for continuous professional development on implementing a balanced literacy approach.</p>	<ul style="list-style-type: none"> • Organise professional development sessions on Balanced Literacy Strategies. • Organise professional development focused on the Teaching of Writing through the Gradual Release of Responsibility Model. • Encourage professional learning communities and peer observations. 	<p>Professional development sessions to be organised once a term.</p> <p>Weekly meetings amongst educators.</p>	<p>Head of School (HoS) LLP HoD Literacy</p>	<p>HoS keeps a record of teacher participation in professional development sessions.</p> <p>HoS collects teachers' feedback on the effectiveness of training through questionnaires.</p>
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Note: Microsoft Copilot 360 image generation

Digital Literacy

By HOD (Kevin Grima) and the resume' by the HCN

St Ignatius College has been working closely with its DDLTS team to develop a tailored and context-appropriate tool for assessing students' Digital Literacy (DL) skills, in line with the Learning Outcomes they are expected to achieve. The process was guided by the European Digital Education Action Plan and the Digital Competence Framework, ensuring that the assessment reflects authentic, real-life digital scenarios. This initiative is fully aligned with the pillars of the **Digital Education Strategy 2025–2030**. It enables us to gain meaningful insights into where our students stand as **Digital Global Citizens** (Pillar 1). In turn, the outcomes will guide schools in identifying the specific training needs of their educators to effectively address areas for improvement (Pillar 2)

To this end, five distinct assessment sets were developed, each focusing on:

- Computational thinking - <https://forms.office.com/e/6RtU6Tpywu>
- Information Management - <https://forms.office.com/e/6fEwGEnGyp>
- Use of Digital Media - <https://forms.office.com/e/yMBw4Hb1Sz>
- Managing Internet Use - <https://forms.office.com/e/WrGgnwtN4p>
- Communication - <https://forms.office.com/e/31mPeGnFXq>

Each domain was carefully aligned with a corresponding set of Learning Outcomes based on the current syllabi. The following section provides a detailed breakdown of this alignment, along with an overview of the overall participation rate.

The methodology followed a phased approach: it began with a pilot test, followed by a trial session with a selected group of students, a full-class implementation supported by the DDLTS team, and finally, individual completion of the assessment where time constraints required it. The participation rate was exceptionally high, which reinforces our confidence in the reliability and validity of the data collected.

Following the preliminary question-level analysis of the data to determine where our students stand, we have evidence-based data as to where this cohort is good at and where the gaps are. Such information will serve as a foundation for informed discussions and the development of a targeted action plan to address areas in need of improvement.

Communication Skills Analysis

Target: Assessed safe communication, tool use, and credibility evaluation.

Key Outcomes

- Avg Score: 10.47/17. (Pass mark = 8.5)
- Strengths: Q1, Q3, Q7 - Recognising respectful behaviour and choosing safe communication methods (Q1, Q3, Q7 scored over 90%)
- Best performing: Żebbuġ (68.1%).
- Support needed: Qormi SĠ & SS.

Recommendation

Strengthen digital reasoning, credibility checks, and support open-ended digital writing.

Computational Thinking Analysis

Target: Measured pupils' ability to solve problems using logic and basic coding tasks.

Key Outcomes:

- Average Score: 7.9/15 (pass mark = 7.5)
- Strengths: Q3, Q4 - Password recognition (79.6%) and debugging block code (71.7%)
- Challenges: Q5 - Generating original code and drawing with Pro-Bot (Q6: 27.9%)
- Best performing: SIC Siggiewi & Luqa (scores 8.8 & 8.7)
- Support needed: SIC Żebbuġ & Qormi SĠ

Recommendation:

Integrate more practical visual programming, and support task-based logic development with targeted interventions.

Information Management Analysis

Target: Focused on searching, evaluating, and managing content safely.

Key Outcomes:

- Average Score: 13.37/19 (pass mark = 9.5)
- Strengths: Q1, Q4, Q5 - Search query formulation and recognising safe websites (Q1: 90%, Q5: 82%)
- Challenges: Q6 – Q9 - Completing multi-step online tasks, evaluating sources, and justifying answers (Q9: complex upload task)
- Best performing: SIC Siggiewi (77.85%)
- Support needed: SIC Qormi SS (57.41%)

Recommendation:

Emphasise multi-step digital literacy tasks and critical evaluation; provide targeted support where gaps exist.

Managing Internet Use

Target: Focused on safe navigation, identity protection, and digital wellbeing.

Key Outcomes:

- Average Score: 16.22/24
- Strengths: Identifying personal data, safe practices, strong passwords (Q9, Q12, Q5 all scored > 90%)
- Challenges: Multi-select communication tools and performing guided online searches (Q2: 46.5%, Q8: 42.4%)
- Best performing: SIC Siggiewi (75.3%)
- Support needed: SIC Qormi SS (58.9%)

Recommendation:

More hands-on simulations for online behaviour, with focused practice on multi-step problem solving and open-ended digital reasoning.

Use of Digital Media

Target: Evaluated students' ability to create content, use media tools responsibly, and identify AI-generated content.

Key Outcomes:

- Average Score: 11.85/16
- Strengths: Q1, Q3 - Recognising AI-generated images (88.8%) and creating PicCollage posters (85.8%)
- Challenges: Q4 -Justifying reasoning in writing (Q4: 42.9%) and following multi-step media tasks
- Best performing: SIC Żebbuġ (14.09)
- Support needed: SIC Qormi SS (9.00)

Recommendation:

Support development of reflective explanation skills and procedural fluency in media tools through guided digital projects.

Within the above context, an action plan has been drafted that will be discussed in the first COH for scholastic year 2025-2026.

College Digital Literacy Action Plan

College Development Action Plan		
KEY AREA: Teaching and Learning (Digital Literacy Skills)		
<p>Priority Development Target for each Digital Education Framework Domain according to the DigComp2.2</p>	<p>DT 1 – Information and data literacy Engaging in hands-on activities involving searching for information, evaluating websites, bookmarking, and completing multi-step digital tasks.</p> <p>DT 2 – Communication and collaboration Interacting, communicating, and collaborating through digital technologies while being aware of cultural and generational diversity. Managing one’s digital presence and reputation. Using the public and private services to ensure participatory citizenship.</p> <p>DT 3 - Use of Digital Media Creating and editing digital content Improving and integrating information and content into existing body of knowledge and understanding copyright and licensing issues. Understanding how to give instructions to the computer. Explaining digital choices and engaging in self-reflection.</p> <p>DT. 4 – Safety in internet management Hands-on learning activities allowing students to practise safe online behaviour in-real world contexts. Protecting physical and psychological health and being aware of digital</p>	<p>National Digital Literacy Education Strategy 2025 – 2030</p> <p>National Education Strategy 2024 -2030</p> <p>DigComp 2.2 The Digital Competence Framework for Citizens (2022)</p>

	<p>technologies for social wellbeing and inclusion. Focused practice in answering open-ended questions to build one’s confidence and to develop the necessary critical thinking skills.</p> <p>DT 5 – Computational Thinking Identification of needs to solve conceptual problems and problem situations in digital environments. Using digital tools to innovate processes and products.</p>	
<p>Success Criterion/Criteria</p>	<p>Students can</p> <p>DT 1 – Information data literacy</p> <ul style="list-style-type: none"> - plan and complete multi-step online tasks. - justify their digital content choices verbally or in writing. <p>DT 2 – Communication and Collaboration</p> <ul style="list-style-type: none"> - identify trustworthy sources online - compose polite, clear emails with correct formatting. - correctly cite images or online content used <p>DT 3 – Use of Digital Media</p> <ul style="list-style-type: none"> - complete digital creation tasks with clear, structured steps. - explain and reflect on their media choices effectively. <p>DT 4 – Managing Internet Use</p> <ul style="list-style-type: none"> - navigate websites using multiple tools (e.g., search, bookmarks). - identify safe online behaviours and digital wellbeing habits. <p>DT 5 – Computational Thinking</p> <ul style="list-style-type: none"> - generate and debug basic code blocks. - use coding tools to solve math-based problems (e.g., geometry). 	
<p>Implementation:</p>		

Development Target	Suggested implementation Strategies	Timeline	Persons Responsible
<p>DT 1 – Information and data literacy - Engaging in hands-on activities involving searching for information, evaluating websites, bookmarking, and completing multi-step digital tasks.</p>	<ul style="list-style-type: none"> • Design scaffolded digital research projects with explicit stages. • Use think-alouds to model good digital decision making. • Practice ‘explain your choice’ prompts in group and individual tasks. • Create digital scavenger hunts that require site evaluation. 	<p>October - June</p>	<p>HOD DL Support teacher DL Class team Peripatetic team of educators SLT member College Curricular Staff</p>
<p>DT 2 – Communication and collaboration -Interacting, communicating, and collaborating through digital technologies while being aware of cultural and generational diversity. -Managing one’s digital presence and reputation. -Using the public and private services to ensure participatory citizenship.</p>	<ul style="list-style-type: none"> • Use real vs fake websites in class activities to practice source evaluation. • Assign weekly email writing tasks simulating classroom communication. • Practice citation through structured image search tasks using simple tools. • Provide writing scaffolds and sentence starters for email tasks. 		
<p>DT 3 – Use of Digital Media -Complete digital creation tasks with clear, structured steps. - Explain and reflect on their media choices effectively.</p>	<ul style="list-style-type: none"> • Use apps like PicCollage or Book Creator for multimedia projects. • Model open-ended tasks and allow peer feedback sessions with rubrics. • Include reflective prompts after digital creation assignments. • Assign short presentation tasks on the 'why' behind digital choices. 		

<p>DT 4 – Managing Internet Use</p> <ul style="list-style-type: none"> - Navigate websites using multiple tools (e.g., search, bookmarks). - Identify safe online behaviours and digital wellbeing habits. 	<ul style="list-style-type: none"> • Use digital simulations or role-play to explore internet scenarios. • Develop task cards for navigating and reflecting on web content. • Lead student-driven campaigns on screen time and privacy. • Include wellness check-ins during general/ICT lessons using guided questions. 		
<p>DT 5 – Computational Thinking</p> <ul style="list-style-type: none"> - Generate and debug basic code blocks. - use coding tools to solve math-based problems (e.g., geometry). 	<ul style="list-style-type: none"> • Implement regular visual coding sessions using Blockly or Scratch. • Use unplugged activities to reinforce coding logic without screens. • Organize coding pairs to support struggling students. • Create class coding challenges linked to the curriculum. 		



Note: Image generated by OpenAI Chat GP using the prompt to create an image encompassing the digital literacy skills

Assessment for Learning

By Maruska Magro

Mission Statement

The AfL Team is committed to fostering continuous dialogue with school communities, creating opportunities that empower all learners to take ownership of their learning journey through effective formative assessment practices.

This section outlines key initiatives and support activities related to **Assessment for Learning (AfL)** across **St Ignatius College** during the 2024–2025 scholastic year, with a strong emphasis on pedagogical development, collaborative planning, and parental engagement. It is worth highlighting that St Ignatius College (SIC) has been actively collaborating with the Assessment for Learning (AfL) unit and will be providing financial support for the design and limited printing of scaffolding resources aimed at supporting educators across the primary sector. These resources are intended to be shared with other colleges to promote broader educational impact.

Primary Sector Initiatives

Year 4

Focus:

Implementation of the ‘*What and What More?*’ / ‘*X’Hemm u X’Aktar?*’ Question Cards to promote higher-order thinking and meaningful dialogue.

- Two College Development Time (CDT) sessions supported educators in using the cards effectively.
- Workshops engaged parents and learners in collaborative learning activities.
- A digital resource was developed to extend learning at home.

Educator Support & Co-Teaching

Lesson Co-Planning:

Targeted support for educators in designing lessons with embedded AfL strategies, including co-teaching and reflective follow-up sessions.

School-Specific Support:

- **Qormi San Ġorġ:** PD sessions on quality questioning and Bloom’s Taxonomy.
- **Żebbuġ Primary:** CDT sessions focused on critical thinking and questioning techniques.
- **Luqa Primary:** Support for writing instruction and experiential learning through the *Classroom Without Walls* initiative.
- **Siggiewi Primary:** AfL integration in Art education.
- **Qormi San Bastjan:** Mentoring in Music education.

Classroom Without Walls

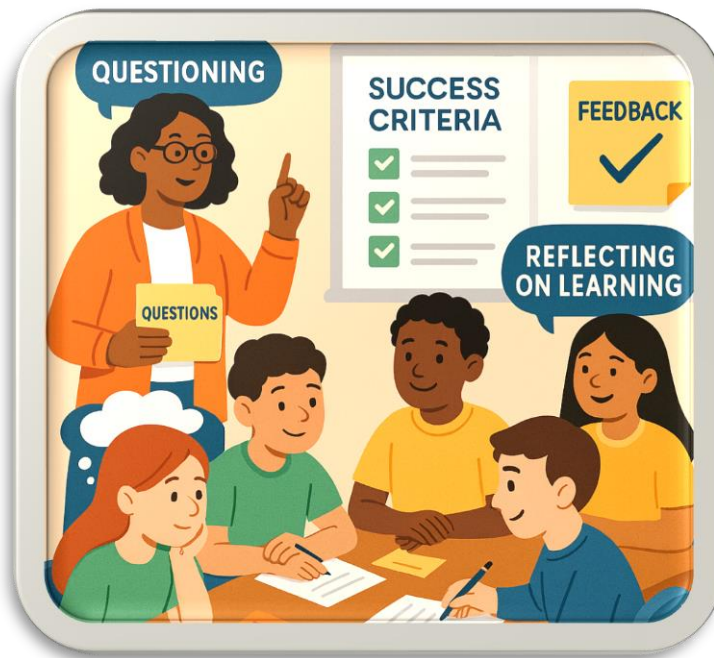
- Experiential learning projects at **Verdala Palace** and **National Museum of Archaeology** for Year 2 and Year 3 students, integrating cross-curricular inquiry-based activities.

Professional Development

- Participation in various seminars and webinars, including sessions on digital literacy, STEM, growth mindset, and critical thinking.
- Regular meetings with the AfL team and contributions to the **Postgraduate Certificate in AfL Teaching Strategies**.

Targets for 2025–2026

- Continue in-school support with a focus on co-planning, co-teaching, and co-reflection.
- Pilot scaffolding resources across Years 1–6.
- Re-run and expand the Question Cards initiative to Year 5.
- Resume delivery of Modules 3–6 of the Postgraduate Certificate in AfL.



Note: Image generated by Microsoft Copilot365 using the prompt to generate an image representing the AfL strategies.

STEAM

STEAM education has always been at the forefront of the College’s priorities especially after noting that following COVID-19, there was a decline in the school’s participation rate in the national events organised by the STE(A)M directorate of the time. Hence, the increase in the interest and consequently, in participation necessitated a College-wide approach. To this intent, the College STEAM Committee was set up with the aim to

offering an equal opportunity to ALL learners to experience STEM activities by participating in college-based initiatives that would serve not only to strengthen the learners’ confidence through the acquisition of the necessary skills, knowledge and competences but also to serve as a springboard to engage in the national activities.

Furthermore, the purpose of the committee is to

Increasing our students’ opportunities to do Science should contribute to enhance the performance of the students in the state sector in the international tests of TIMSS, PISA and in producing future scientists while providing the rest with a basic level of scientific literacy.

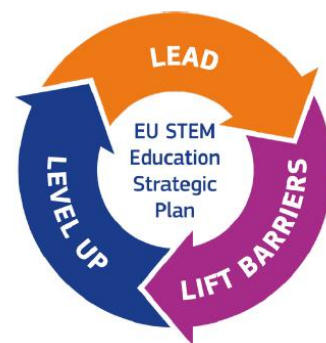
This goal was achieved through the annual College STEAM Week, which represents the culmination of the educators’ daily efforts across our network of schools. Our initiatives are firmly grounded in evidence-based practice, guided by the June report on the Science annual examinations. This report informs the selection of the Year 4 project theme, which has shown a steady increase in engagement over the past three years.

To further strengthen transversal skills, Year 3 students participate in exchange visits across schools, aligning with the European Commission’s guidance on STEM and STEAM education and disciplinary integration. Year 5 students collaborate with Middle School Science Department in an online quiz, while Year 6 students engage in hands-on learning through visits to secondary school laboratories.

Our commitment to excellence has earned international recognition, including the prestigious 'School of Excellence' award from RASIT. Participation in national challenges has also surged, with St Ignatius College emerging as the most actively participating college in Malta during the 2024–2025 scholastic year.

A particularly inspiring example of our impact is a Year 4 student who, despite not placing in the top two of the College project competition, used the feedback constructively, entered the national competition, and won. This success story is a powerful testament to the effectiveness of our approach—one that deserves celebration and continued reinforcement.

As a way forward, the College Strategic STEAM Plan will be developed on the principles shaping the EU-wide STEM competence framework – **Lead, Level Up and Lift Barriers**.



Our holistic support services

Early Intervention Service

By Rebecca Ferrito and Audrey Xuereb Cassara'

Mission Statement

The Early Intervention Service supports children aged 0-5 with developmental delays or disabilities. Its aim is to reduce developmental delays and improve milestone achievement through family-centred support, early assessment, and timely intervention.

Eligibility for Service (Ages 0–3)

Children aged 0–3 may qualify if they exhibit developmental delays in two or more domains such as physical, communication, social/emotional, or cognitive skills; show atypical development; or have diagnosed conditions like cerebral palsy or Down syndrome. The service uses an open referral system, welcoming referrals from parents, carers, educators, and professionals.

Service in Schools (Ages 3–5)

For children aged 3–5 in Kindergarten 1 and 2, services are offered school-wide without referrals. The objective is inclusive participation in classroom activities and early identification of developmental concerns. Support extends to educators as well.

SIC Early Intervention Team Members

- Claudianne Camilleri – Principal Education Support Practitioner
- Audrey Xuereb Cassara – Senior Education Support Practitioner
- Rebecca Ferrito – Education Support Practitioner

Caseload Distribution

- Claudianne Camilleri - severe cases and young babies, offers training, and mentors staff.
- Audrey Xuereb Cassara - Qormi San Ġorġ Primary, St. Dorothy's Junior School, and Żebbuġ Primary, also serving homes/childcare in Żebbuġ and Qormi.
- Rebecca Ferrito - Siggiewi, Qormi San Bastjan, and Luqa Primary, also covering homes/childcare in Qormi, Siggiewi, and Luqa.

Figure 4: Represents the Total number of students in SIC areas who are under the age of 3 or not yet attending school receiving Early Intervention Service at Home.

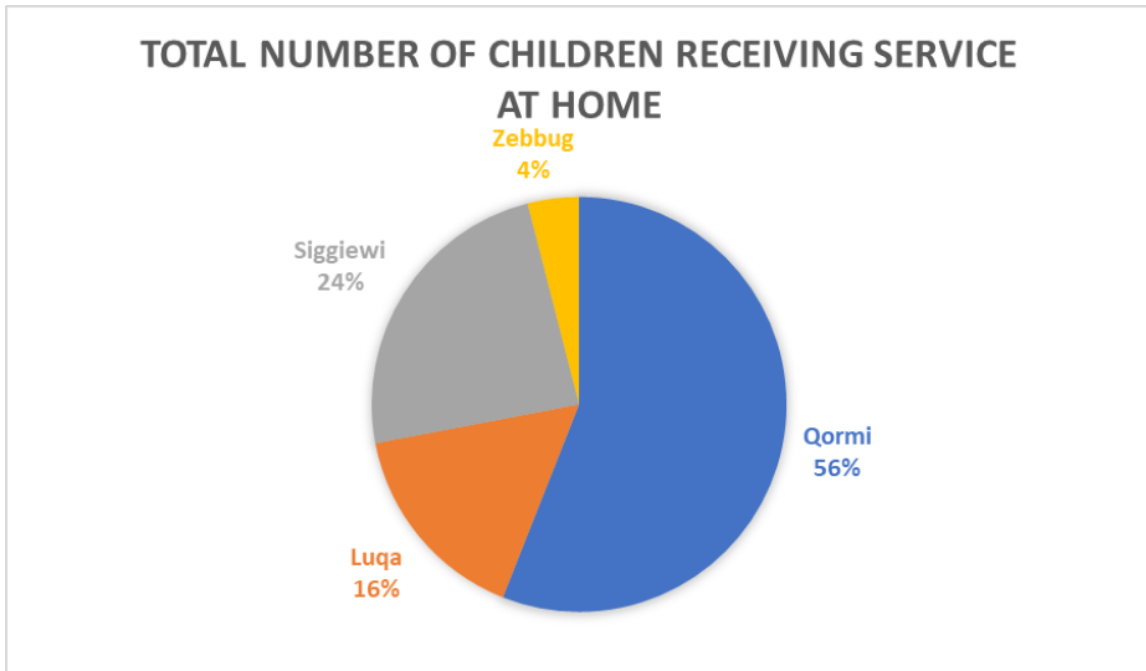
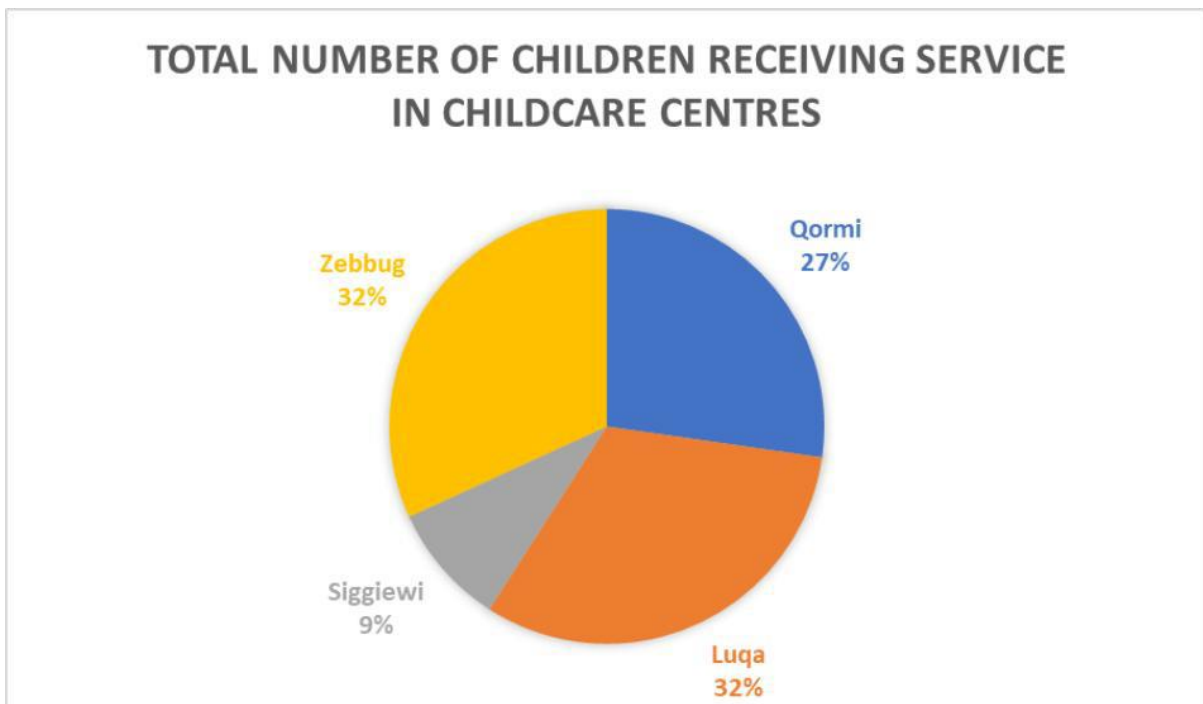


Figure 5: Represents the total number of students in the SIC area who are under the age of 3 receiving Early Intervention Service at Childcare Centres.



Counselling Services Report

By Margaret Piscopo and Fiona Fino

Mission statement

To provide a comprehensive, inclusive, and developmentally-appropriate counselling service that supports each student's needs in both emotional, and personal growth. We commit to delivering confidential, non-judgmental, and empathic support that fosters mental wellness, self-awareness, and resilience, regardless of background. Through collaborative partnerships with families, educators, and community professionals, we empower students to navigate challenges, pursue their strengths, and to flourish as responsible human beings.

As a team, we also believe in ongoing professional training, to stay current with research and ethical standards to give the best support to the students. In fact, during the annual talks from FSWS and other specialized NGO, visits to specialized facilities like IBWAR are organised to understand better how we can work together to aid the students and tackle their needs.

2025 Impact Snapshot

Our counselling team offers regular support to five schools in the St Ignatius College, Luqa Primary School, Siggiewi Primary School, Żebbuġ Primary School and Middle and Senior School Handaq. Our team is formed by Ms Fiona Fino- Support Education Practitioner in Counselling, and Ms Margaret Piscopo, Senior Counsellor, and with the help of the guidance team, in the Secondary School, supported approximately **220 students in total**. Ms Fiona and Ms Piscopo supported **73 students** in Primary schools and with the aid of the Guidance Teachers in Handaq Middle and Senior School's **170 students** were supported this year. Students and parents are given ongoing support and some benefited both from individual and/or group counselling depending on the needs to address emotional, behavioral, or cognitive challenges.

Mental health and emotional well-being are the foundation for a student to learn and to reach life-long success by thriving in academics, emotionally, and socially, feeling respected, safe, and supported to pursue their potential. So, during summer holiday Ms Fino and Ms Piscopo will keep following approximately **95 students**, who their parents accepted to bring them to attend counselling sessions. We believe that each student deserves someone to listen to them without judgment and using different techniques and mediums according to the needs of the child.

Social Work Services

By Markaren Zammit Galea

Mission statement

Effective social work service with compulsory school age students (although there are cases where we intervene even if they are under 5 especially those who have siblings who are 5 years and over and who are habitual absentees). We support them and their families regarding education and personal growth within the student's educational, family and social environment.

Our work

Compulsory education is mandated by law, and our primary focus is to address the underlying issues contributing to student absenteeism. In most cases, absenteeism stems from psycho-social or family-related challenges.

As professionals, we serve as a vital link between the school and the home. Both school and home visits form a significant part of our role, enabling us to build trust and maintain open communication with families.

We provide support, guidance, and referrals for students through an anti-discriminatory approach. Depending on the case, we collaborate with various services such as anti-bullying initiatives, substance abuse prevention programs, Appogg, mental health services, and other relevant agencies.

Our work involves regular discussions with school staff to share insights and guide appropriate interventions. We also engage in case discussions with external service providers to ensure students are referred to the most suitable support systems.

Advocacy is a key component of our role—not only for students but also for parents, particularly in situations involving conflict with the school. Building mutual trust and respect is essential to our effectiveness.

We participate in Tribunal sittings, although attendance by parents remains low, with only 7–9 parents typically present out of approximately 140 cases per session.

Additionally, we attend case conferences and reviews, and we prepare detailed reports accordingly. All meetings and telephone communications are documented to ensure accountability and continuity of care.

No of cases

As of December 2024, a total of 48 active cases were being managed from the Middle and Senior Schools. This number increased by 11 additional cases in January 2025 from the Primary sector, following the resignation of the other social worker—bringing the total caseload to 59 cases.

During the summer period, I obtained updated absenteeism statistics from the Student Information System (SIS). These figures include:

- Primary students with more than 20 days of absence
- Middle and Secondary students with more than 30 days of absence

The data also accounts for students presenting an excessive number of medical certificates without sufficient justification.

In response, meetings have been held with both parents and students to explore the underlying causes of absenteeism, with the aim of improving attendance in the upcoming scholastic year. These meetings have already been conducted at Luqa, Żebbuġ, and Siġġiewi Primary Schools.



Note: A Microsoft CoPilot360 generated image.

Career Guidance Services

By Ann-Julene Hili

Mission Statement

The career guidance team aims to support the guidance teachers and the students through the exposure of various career paths by collaborating with the industry to bridge the gap between the school, the community, and the employers. It focuses mostly on providing real-life work experiences highlighting the importance of skills in today's and tomorrow's workforce.

Primary Years

Interactive Career Exploration Activities with Year 5s

- Luqa Primary – Tourism Sector in collaboration with Malta Tourism Authority
- Qormi SĠ Primary – Arts Sector in collaboration with Arts Council
- Siġġiewi Primary – Nursing Sector in collaboration with Nursing Directorate

Activities @ Qormi SĠ Primary

- Class Activities with Year 3s – Study Skills
- Class Activities with Year 4s – Study Skills
- Class Activities with Year 5s – Decision Making
- Information Talk for parents of Year 3 & 4 students re Study Skills

Year 6

- Class sessions across all primary schools, helping Year 6 students develop decision-making skills ahead of their foreign language choice
- Hands-on activities at Handaq Middle School to familiarise students with available foreign language options
- Informative meeting for parents with regards to the Foreign Language Choice

Year 7

- Assemblies to inform students about national initiatives
- Snajja Fair – exhibition of traditional trades. Students observed traditional trades and gained an appreciation for the transversal skills involved - skills that remain highly relevant in today's workforce

Year 8

Assemblies to inform students about national initiatives

Subject Choice

- Options assembly talks (6 sessions) focusing on various topics, to help students prepare for their subject choice
- Secondary School orientation visit – familiarisation with important locations within the school and viewing of specialised rooms
- National Options Fair with information on all subjects available
- Individual sessions with all students – at least one session per student, but as many as deemed necessary to support the student in their choice
- Interventions during PSCD – interactive game to help students understand the different subjects and support students in their subject choice
- Exhibition in school foyer featuring posters about all available subjects, as well as general guidance on subject selection
- Information meetings for parents to explain the subject selection process, present key timelines, and provide opportunities to ask questions or raise concerns
- Online one-to-one sessions with parents offering individualised advice
- Phone interventions with parents to provide flexible and accessible support throughout the decision-making process
- Support to incoming students (e.g.: from Induction Hub)
- Support students preparing for their subject interviews
- Support students who are required to change their original subject choice

Year 9

- Participation in parents' meetings in the beginning of the scholastic year re SBAs
- Snajja Fair – exhibition of traditional trades. Students observed traditional trades and gained an appreciation for the transversal skills involved - skills that remain highly relevant in today's workforce
- Delivered targeted interventions during school assemblies to introduce and promote the use of the National Career Journal as a valuable tool for career exploration and planning

Year 10

- Participation in parents' meetings in the beginning of the scholastic year re SBAs
- Assemblies to inform students about national initiatives
- Conducted targeted sessions within PSCD classes focusing on effective job search strategies, CV writing, and interview techniques to prepare students for future employment opportunities
- Organised year group assemblies to provide information and guidance on the upcoming mock interviews
- One-on-one mock interviews for students, conducted by 20 professionals from diverse sectors, offering an authentic and practical interview experience
- one-to-one evaluations for each student following their mock interview, offering constructive feedback to support growth and improvement in interview skills

Year 11

- Morning assemblies to introduce the career guidance service and inform students of the support available to them throughout the year
- Student Individual Profile – where students list their post-secondary interests and any queries they may have
- Conducted tailored group sessions with students attending the Learning Support Zone, focusing on career exploration, skills development, and future planning
- Individual Sessions with all students to provide personalised support, address queries, and guide them in their decision-making process
- Liaison with school regarding Post-Secondary Orientation visits and talks
- Targeted interventions during the summer months with students identified as being at risk of becoming NEET (Not in Education, Employment, or Training), providing continued support to encourage re-engagement and transition planning

Training & Mentoring for Guidance Teachers

- Held both school-based and college-based meetings on Monday afternoons to discuss guidance-related matters, share updates, and promote collaborative practice
- Organised sessions led by various organisations and stakeholders to provide Guidance Teachers with up-to-date information on educational, vocational, and support services
- Facilitated reflective practices and evaluation exercises to support continuous professional growth and improve the delivery of guidance services
- Conducted individual mentoring meetings to offer personalised guidance, address specific challenges, and enhance the professional development of each Guidance Teacher

Collaboration with different stakeholders

- Regular meetings with PSCD Teachers at both Middle and Secondary Schools
- Liaison with Learning Support Zone Staff at Secondary School
- Collaboration with college Psycho-Social Team
- Liaison with schools regarding National/School-based Career Orientation Visits
- Coordination with Senior Leadership Teams of all schools within the college
- Collaboration with FSWS Western Community Services for diverse projects
- Active participation in Qormi Network meeting
- Ongoing professional development - participation in training sessions (organised by NSW and self-sought)

Key Challenges

- Due to limited specialised staff (only 1 person as of next scholastic year), the projects we can undertake is restricted. Despite this, we continue to organise a variety of initiatives, making the most of the resources we have.
- Career guidance is still often viewed as an optional extra rather than a core part of the educational experience. This makes career guidance projects challenging, especially when some educators are yet to fully appreciate its value within the broader educational framework.

Priority Areas for the Next Scholastic Year

- Increase engagement with primary schools to highlight the importance of introducing career education and guidance at an early stage. Building awareness at this level lays the groundwork for more meaningful career development later.
- Promote greater collaboration among all school staff to support a whole-school approach to career guidance. By involving a wider range of educators, we aim to make career education and guidance a more embedded and collective responsibility.



Note: OpenAI ChatGPT plus generated image

School Psychology Service

Over the past scholastic year, the School Psychological Service (SPS) continued to support St Ignatius College's schools in fostering a positive psycho-educational environment. The role of the Educational Psychologist (EP) and the team remained centred on helping children who may be struggling with learning, emotional, social, or developmental challenges that could affect their wellbeing and progress at school.

This support involved a mix of direct work with students, including assessments and psychological interventions, and indirect work such as consultations with teachers, parents, and other professionals. A part of this approach included collaboration with education, health and social services to ensure joined-up support for students.

Staff Development and Awareness Sessions

Throughout the year, the EP was involved in several initiatives within schools across St Ignatius College. This included delivering CoPE sessions requested by school staff on topics such as the role of our service, the Positivity Toolkit, autism and ADHD, and managing challenging behaviour. These sessions took place in Luqa, Qormi San Ġorġ, Qormi San Bastjan, and Ғaḏ-Żebbuġ. Additionally, a school-wide talk on mental health was held at Handaq Middle School to mark World Mental Health Day.

Introduction of Drop-In Consultation Service

A development this year was the launch of a pilot drop-in consultation service at Qormi San Ġorġ. This allowed educators to book 30-minute sessions with the EP to discuss concerns related to students' learning, behaviour, or emotional well-being. It also allowed a space for the educators to reflect on their professional and personal well-being. The service was well-received, with all available slots consistently booked. Good coordination with the senior leadership team made implementation smooth and efficient.

Consultation Sessions

Consultation sessions were also held in schools, focusing on collaborative problem-solving. These sessions supported staff in reflecting on possible causes and planning strategies in response to classroom challenges. The emphasis was on empowering staff rather than merely providing advice.

Concerns Around Examination Access Arrangements

This year saw a rise in requests for annual examination access arrangements (EAAs) within primary schools. While such accommodations are essential for ensuring equity during assessments, the growing number of applications raises questions. The trend suggests that a significant proportion of students may be struggling with foundational reading and writing skills, which calls for a closer review of literacy in schools across early and middle primary years. It may also indicate a growing reliance on access arrangements as a compensatory measure.

Referral Statistics and Service Demand

Referral figures continued to reflect a growing demand for the service.

In 2023, a total of 117 referrals were received, including 72 standard referrals and an additional 45 related to examination access arrangements (EAAs) for VET/SEC/SEAC students.

This increased to 149 in 2024, with 78 standard referrals and 71 for VET/SEC EAAs.

As of July 2025, the total number of referrals has already reached 173, comprising 120 standard referrals and 53 for VET/SEC EAAs.

The oldest pending case on the waiting list dates to February 2025.

Key Challenges

Increase in Referrals

The number of referrals saw a marked rise between 2024 and 2025, leading to increased pressure on service capacity.

Time Constraints and Client Engagement

Limited time within the school schedule at times made it difficult for educators and other stakeholders to fully engage in the consultation and assessment process. Although there was often willingness and interest, competing demands on staff meant that planned strategies were not always implemented consistently.

Furthermore, missed appointments from parents affected the continuity and overall impact of some assessments and interventions. Sustaining engagement remains a key area of focus, particularly when working with complex or ongoing cases.

Priorities for the Coming Year

Strengthening Drop-in Service

A priority will be to embed further and expand consultation approaches within schools. Building on the success of the drop-in model, the aim is to offer earlier support and reduce the need for formal referrals where possible.

Reviewing Referral Processes

Given the continued rise in referral numbers and the growing complexity and intensity of individual cases, there is a clear need to review and strengthen current referral processes.

Conclusion

This report provides an overview of the work carried out by the College Support Team, under the leadership and guidance of the HCN, in supporting schools across our network in implementing the targets outlined in the National Education Strategy 2024–2030.

To summarise:

- The Literacy Team delivered both intervention and preventive support to 100 students through the College Summer Literacy Programme.
- Year 4 students showed a 14% increase in project submissions during College STEAM Week.
- Over 80% of Year 5 students participated in the first-ever bespoke digital literacy skills assessment.
- The team provided extensive support and collaborated with external institutions to sustain Assessment for Learning practices.
- The Early Intervention Team supported childcare centres, homes, and kindergartens, with the highest home service uptake in Qormi (56%) and childcare support concentrated in Żebbuġ and Luqa (32% each).
- The College Counselling Team supported 463 students, not including additional cases handled by Blossom therapists in three other schools.
- The College Social Worker is currently monitoring 60 active cases.
- There were 173 referrals to the School Psychological Services (SPS), with the oldest pending case dating back to February 2025.
- The Career Advisor worked closely with guidance teachers to provide college-wide support and career guidance.

The swift response times and low waiting list within the SPS team reflect the dedication and efficiency of the St Ignatius College support staff. Our commitment is heartfelt, and it is this passion that drives our natural flow of service, making a meaningful difference in the lives of our students.