



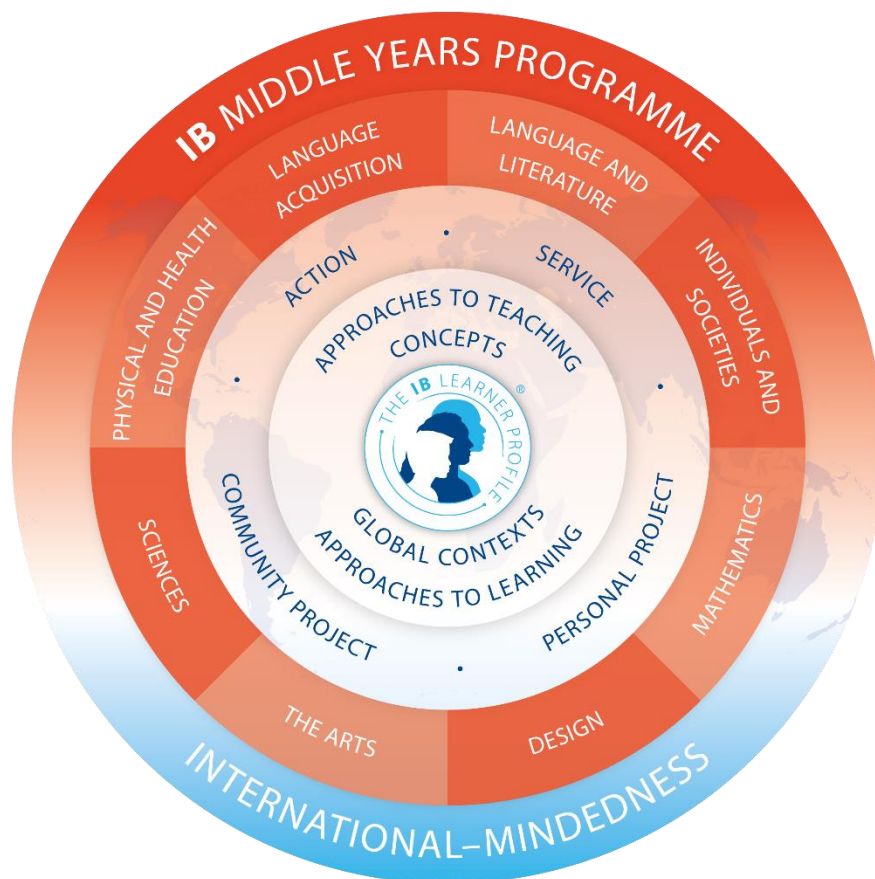
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LUXEMBOURG



Middle Years Programme Handbook 2022-2023

OTR International School

„Where we build our future “



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WELCOME FROM THE DIRECTOR OF SECONDARY



Dear Secondary School Students and Parents,

It is a privilege to welcome you to our School. At OTR International School we are committed to provide education of high quality in a multinational and multicultural environment encouraging our students to reach their full potential while respecting their individual needs.

The secondary cycle of OTR International School is an authorised IB World School offering the International Baccalaureate Middle Years Programme (MYP).

We have been working closely with the International Baccalaureate organization and have ensured that the school's mission aligns with the mission of the IB schools.

Being an IB World School means becoming part of a network of over 4,700 schools worldwide in delivering IB programmes and joining a community of educators that is growing and developing constantly.

This handbook is a reference tool to allow our school community to work together and support our students in their learning. The information in the document is not exhaustive and you are very welcome to contact us should you have any questions. We very much look forward to working with you.

Thank you in advance for your collaboration.

Marousa Gourdi

Director secondary cycle
OTR International School



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OTR International School is an authorized IB World School offering the Middle Years Programme (MYP).

We are proud to be part of a global community of schools which share a common philosophy—a commitment to high quality, challenging, international education that OTR International School believes is important for our students. We are committed to developing knowledgeable, caring young people who will be ready to work with others and for the others and thrive personally and professionally.

The school is added as an authorized school for the MYP on the IB public website <https://www.ibo.org/school/061211/>

For further information about the IB and its programmes, visit <http://www.ibo.org>



1. Introduction

OTR International School is a private bilingual school, offering both English and French language. Located in Luxembourg City, in a central, safe and sought-after area of Belair, the School welcomes children from 3 years old up until Lower Secondary School, from over 30 nationalities, into a multicultural and stimulative environment that meets our students' academic, social and emotional needs allowing them to reach their full potential. The school was established in 2011 and it has developed significantly. It offers education for students from 3 to 16 years of age going from Preschool and Primary School to Grade 10 in Secondary School. It caters for approximately 200 students from nearly 30 countries around the world.

There is a strong link between the three cycles as they have a joint educational philosophy, a joint vision, a shared school management team and community. The OTR International School works hard to create a safe and healthy environment in which our children can be happy learners, working in partnership with their teachers and their peers to discover and develop their intellectual, physical, social and creative potential. The OTR International School employs over 30 experienced, well qualified and highly motivated staff members of different nationalities, including the UK, the USA, Australia, Canada, France, Belgium, Germany, Greece, and Spain to provide a unique international learning experience here in Luxembourg.

2. Our Educational Philosophy

Our Secondary cycle opened its doors in 2015-2016 and has been accepted as an authorized IB World School for the Middle Years Programme of International Baccalaureate becoming part of an international community and sharing the values and objectives of IB organisation.

Our goal is to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. The school's educational philosophy is based on the four foundational and interrelated elements that are central to all IB programmes.

Promotion of International mindedness: Students in our school are encouraged to be open to the world and they are given opportunities to reflect on their own culture and identities, as well as those of others. International mindedness in our school is facilitated by the presence of at least 30 different nationalities of students.

Development of the IB learner profile attributes: Through the development of these attitudes, we seek to empower young people for a lifetime of learning, both independently and in collaboration with others. We strongly believe in the holistic nature of IB education, and we focus on students' social, emotional, and physical well-being, along with cognitive development.

Offering a broad, balanced, conceptual and connected curriculum: We offer our students access to a broad and balanced range of academic studies making connections of their learning to the real world.



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Approaches to teaching and learning: In our school teaching is based on inquiry and focused on effective work and collaboration aiming to help our students develop among others, thinking, self-management, social and communication skills.

The Governing Body in our school shares the aims and the objectives of the IB philosophy. The school ensures that all members of the school community, teachers, students, and parents understand and share the values of the IB philosophy.

The school is an accredited IB world school and has joined the network of schools developing multilingual students who are able to think critically, to take responsibility of their own learning and who will build a better world through mutual understanding and respect. Students are motivated to take an active role in school and in community. The quality and the philosophy of education offered by IB meet the needs of the multilingual families in Luxembourg and, in case of moving, it will offer to our students' access to other IB Schools worldwide allowing them to continue their studies in the same academic environment.

Located in Luxembourg City, the school puts emphasis on language learning, English, French, German Spanish and Japanese. Other languages, including the language of the host country, Luxembourgish, are offered as extracurricular activities.

2.1 Our Mission

Our mission is to provide quality education to pre-school, primary and lower secondary level pupils within a multilingual and international environment by ensuring individual follow-up and the well-being of each student.

OTR International School aims to create a better world through intercultural understanding and respect supporting young people on their journey to thrive in adult life and the workplace.

2.2 Our Vision

OTR International School seeks to create a challenging, safe, and supportive learning environment respecting the individual needs of our pupils and encouraging high expectations for success for all pupils. We teach children the knowledge and skills they need to function successfully within the school community and the rapidly changing multicultural societies of today.

We ensure that our students develop the skills and the competencies essential for success. To achieve this, we work together with families and the wider community to enable our students to act with integrity and take responsibility of their learning. We are very pleased to have our parents, teachers, and community members actively involved in our students' learning.

2.3 Our Motto

“Where we build our future”

2.4 Our Core Values

In OTR International School we recognise the importance of balance between intellectual, physical, and emotional activities for the wellbeing of our students. Our educational philosophy is based on the principles of equality and fair treatment of all individuals. Acceptance of diversity as well as values and traditions of other cultures and communities is an essential element. Our students are encouraged to respect themselves, to respect others and act with integrity, honesty, and fairness.

In our school, no form of discrimination is accepted. We ensure that the school is a safe place for all regardless of their nationalities, backgrounds, beliefs, and students learn to understand and respect the others.

Our school is a registered KiVa School and we follow the KiVa antibullying program, well known for its effectiveness. <http://www.kivaprogram.net/>

2.5 Our Team

The OTR International School is a non-profit organisation managed by the President of the a.s.b.l., **Dr. Bruno Agostini**, the General Director, **Mrs. Isabella Padula Agostini** and the Deputy General Director **Mrs Vera Agostini**. The responsibility for pedagogical and operational affairs of Preschool and Primary, lies with **Mrs. Vera Agostini** and the Deputy Director of the cycle, **Mrs Nathalie Hamon**.

The responsibility for pedagogical and operational affairs in the secondary cycle lies with the Director of secondary **Mrs. Marousa Gourdi**.

To ensure quality education, the management team takes the greatest care in selecting locally recruited teachers.

Every teacher at OTR School is hired according to very specific criteria:

- Teachers must have a teaching degree recognized by the Ministry of Education of Luxembourg
- The teachers must be able to teach their discipline in their mother tongue and have a solid knowledge of English and/or French.

Our teaching and educational staff comes from a dozen different countries. Their international education and professional experience (more than 10 years for half of them) contribute to a stimulating learning environment that responds to students' cultural diversity.



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3. The IB Middle Years Programme: Objectives, programme, and teaching methods

OTR International School is an authorised IB World School for the Middle Years Programme of the International Baccalaureate. The IB Middle Years Programme (MYP) is an educational framework that integrates with any other educational program. The MYP develops active learners and internationally minded young people who can empathise with others and pursue lives of purpose and meaning. It encourages students in the lower secondary cycle to make practical connections between their studies and the real world, preparing them for success in further study and in life. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical, and reflective thinkers.

As part of the IB continuum, the MYP is designed to help students develop the characteristics of the IB learner profile.

It offers students opportunities to:

- develop their potential
- explore their own learning preferences
- take appropriate risks
- reflect on, and develop, a strong sense of personal identity.

At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom.

<https://www.ibo.org/programmes/middle-years-programme/>

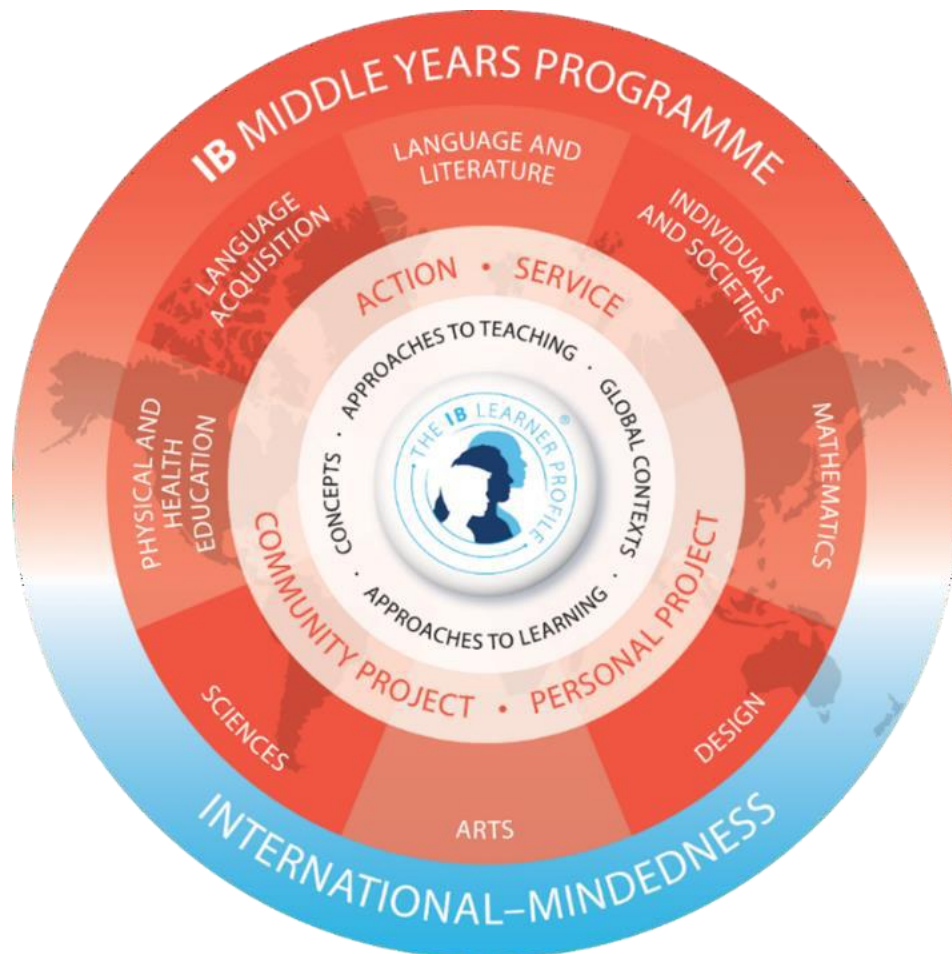


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3.1 The International Baccalaureate Middle Years Programme Model



The MYP comprises eight courses:

- Group 1: Language and literature
- Group 2: Language acquisition
- Group 3: Mathematics
- Group 4: Individuals and societies
- Group 5: Sciences
- Group 6: Arts
- Group 7: Physical and health education
- Group 8: Design (Product and Digital design)



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3.2 The International Baccalaureate Learning Profile

The International Baccalaureate Learning Profile is of great importance for our pupils.

The IB learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective





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IB Learner Profile

INQUIRERS

Students develop their natural curiosity and acquire the necessary skills for inquiry and research. The students learn independently and with others. They enjoy learning and they sustain their love of learning throughout life.

KNOWLEDGEABLE

Students develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

THINKERS

Students use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

Students express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

Students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their own actions and their consequences.

OPEN-MINDED

Students appreciate their own cultures and personal histories, as well as the values and traditions of others. They learn how to seek and evaluate a range of points of view, and they are willing to grow from the experience.

CARING

Students show empathy, compassion and respect. They have a personal commitment to service, and they act to make a positive difference in the lives of others and in the world around them.

RISK-TAKERS

Students understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which we live.

BALANCED

Students thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses to support their learning and personal development.

REFLECTIVE

Students give thoughtful consideration to their own learning and experience. They can assess and understand their strengths and limitations in order to support their learning and personal development.

3.3 Teaching and Learning

The IB Middle Years Programme (MYP) provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement —essential qualities for young people today.

Interdisciplinary teaching and learning build a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

3.4 MYP Subjects

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

3.4.1 Group 1: Language and literature

Course description and aims

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking,



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cultivating international mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

3.4.2 Group 2: Language acquisition

Course description and aims

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

Acquiring an additional language and exploring and reflecting on the cultural perspectives of our own and other communities:

- is central to developing critical thinking and international mindedness
- provides an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contributes to the holistic development of students and to the strengthening of lifelong learning skills

The aims of MYP language acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages



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- develop the communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain awareness and understanding of the perspectives of people from own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

3.4.3 Group 3: Mathematics

Course description and aims

The framework for MYP mathematics outlines four branches of mathematical study.

1. Number
2. Algebra
3. Geometry and trigonometry
4. Statistics and probability

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction



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- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

3.4.4 Group 4: Individuals and societies

Course description and aims

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyse data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

3.4.5 Group 5: Sciences

Course description and aims

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

The MYP sciences group aims to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

3.4.6 Group 6: Arts

Course description and aims

In MYP arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.



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Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP Arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- respond to and reflect on art
- deepen their understanding of the world.

3.4.7 Group 7: Physical and Health Education

Course description and aims

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle



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- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

3.4.8 Group 8: Design

Course description and aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.



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3.4.9 MYP Projects

Schools offering an MYP programme including years 3, 4 and 5 may choose to offer students the opportunity to engage in both the community project and the personal project. The community project and the personal project are known together as MYP projects.

| OBJECTIVES OF MYP PROJECTS | |
|--|--|
| COMMUNITY PROJECT OBJECTIVES | PERSONAL PROJECT OBJECTIVES |
| Objective A: Investigating | |
| i. Define a goal to address a need within a community, based on personal interests | i. Define a clear goal and global context for the project, based on personal interests |
| ii. Identify prior learning and subject-specific knowledge relevant to the project | |
| iii. Demonstrate research skills | |
| Objective B: Planning | |
| i. Develop a proposal for action to serve the need in the community | i. Develop criteria for the product/outcome |
| ii. Plan and record the development process of the project | |
| iii. Demonstrate self-management skills | |
| Objective C: Taking action | |
| i. Demonstrate service as action as a result of the project | i. Create a product/outcome in response to the goal, global context and criteria |
| ii. Demonstrate thinking skills | |
| iii. Demonstrate communication and social skills | |
| Objective D: Reflecting | |
| i. Evaluate the quality of the service as action against the proposal | i. Evaluate the quality of the product/outcome against their criteria |
| ii. Reflect on how completing the project has extended their knowledge and understanding of service learning | ii. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context |
| iii. Reflect on their development of ATL skills | iii. Reflect on their development as IB learners through the project |

Table 1: MYP project objectives

The **community project** focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.



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The **personal project** encourages students to practise and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate ATL skills developed through the MYP and foster the development of independent, lifelong learners.

MYP project objectives: The objectives of MYP projects encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The table below illustrates the distinct and overlapping objectives of the community project and personal project.

3.5 MYP Subject overview

The MYP curriculum in all Grades consists of the following subjects:

| MYB SUBJECTS School Year 2022-2023 | | |
|--|-------------------------------|--|
| | Grades 6-7-8 | Grade 9-10 |
| Group 1: Language and Literature | English and French | English and French |
| Group 2: Language Acquisition | Spanish, German, Japanese | Spanish, German, Japanese |
| Group 3: Individuals and Societies | Integrated Humanities | History, Geography |
| Group 4: Sciences | Integrated Sciences | Biology, Physics, Chemistry |
| Group 5: Mathematics | Mathematics | Mathematics |
| Group 6: Arts | Visual Arts, Music/Drama | Visual Art, Music/Drama |
| Group 7: Design | Design | Design |
| Group 8: Physical and Health Education | Physical and Health Education | Physical and Health Education |
| MYP Projects | Service as action | Community project in Grade 9 Personal Project in Grade 10 |
| <i>In the subject of Language Acquisition students must choose minimum one and maximum two languages.</i> | | |
| Table 2: MYP Subjects school year 2022-2023 | | |

3.6 Clubs and activities

In addition to the subjects mentioned above the school organises several activities/clubs related to the MYP subjects offered. These activities are optional and will be offered at the end of the school day.

The school will organize the optional courses based on the number of students who have asked for the course. There is the possibility that some of the proposed activities are not offered, if the number of the students asking for the activity is small.

A subject choice form will be given to the parents for the registration of their children in the activities.

4. MYP Assessment

Being an authorised IB World School for the Middle Years programme, we are committed to preparing students for the challenges of today's world and align with the IB assessment philosophy. International Baccalaureate programmes assess understanding and skills that go beyond memorizing facts and figures. In an era of rapid change and an ever-increasing flow of information, students need to demonstrate their ability to organize knowledge and use it critically and creatively.

Grades represent different things in different countries and schools. Grades can mean different things to teachers in the same school. MYP grades mean the same thing all around the world. All MYP teachers use the same criteria to assess student work.

MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement.

All MYP subject groups prescribe detailed assessment criteria that teachers use to evaluate student achievement. This internal assessment of coursework remains a cornerstone of the MYP.

Assessment is often divided into formative and summative assessment.

Formative assessment

The aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities. Direct interaction, for example a discussion, between teacher and student are particularly helpful here.

The intention of the teacher must be to set formative assessments that are at just the right level of challenge for the student, and to keep adjusting that level as the student progresses.



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Summative assessment

It focuses on measuring what the candidate can do, usually at the end of the unit and/or readiness to progress to the next stage of education.

The purpose of summative assessment is to make a judgment about the candidate.

Assessment in the IB MYP is criterion-related (*Table 3*). Each subject has four criteria A, B, C and D. Each criterion has eight bands of achievement. Students are placed in the band that best describes the understanding or skill level their assessment tasks demonstrate. At the end of each trimester students are awarded a level of achievement for each criterion and then, based on these, a General Level of achievement for each subject. There are seven General Levels of Achievement for each subject (*Table 4*).

Please note that MYP marks are **not** associated with lateness, negative behaviour, less perceived effort. For criterion-assessed tasks teachers provide detailed tasks requirements, clear instructions and examples. In most tasks, students should be able to self-assess their work and determine the level of achievement.

MYP marks represent descriptors, not a grade point scale. Assessment in MYP requires teachers to look at how a student has improved over time rather than penalizing them for where they are. To determine the final achievement level of a student, the teachers will use their professional judgement and a variety of summative tasks.

An information evening on MYP assessment procedure will be held for the parents at the beginning of the school year.



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4.1 Summary of the subject specific criteria

| Subject specific assessment criteria | | | | |
|--------------------------------------|--------------------------------------|---------------------------------------|---|--|
| | Subject Criterion A | Subject Criterion B | Subject Criterion C | Subject Criterion D |
| Language and Literature | Analyzing | Organizing | Producing text | Using language |
| Language Acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating in response to spoken and/or written and/or visual text | Using language in spoken and/or written form |
| Individuals and Societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Physical and Health Education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating |
| Community Project | Investigating | Planning | Taking | Action Reflecting |

Table 3: Subject specific assessment criteria



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4.2 General Grade Descriptors

For assessment purposes teachers use a marking scale of 0 to 7. Equivalences between the various marks on the scale and the pupil's performance are set out below.

| Grade | Boundary Guidelines | Descriptor |
|---------|---------------------|--|
| Grade 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| Grade 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge or skills, infrequently applying knowledge or skills. |
| Grade 3 | 10-14 | Produces work of acceptable quality. Communicates basic understandings of many concepts and contexts with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge or skills, requiring support even in familiar classroom situations. |
| Grade 4 | 15-18 | Produces good quality work. Communicates basic understandings of many concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge or skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations. |
| Grade 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| Grade 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| Grade 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

Table 4: General Grade Descriptors



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4.3 Report Cards

Pupils following the MYP programme receive 2 report cards during the school year, in February and July. Our reports cards align with the IB philosophy and satisfy all assessment criteria set by the Middle Years Program.

4.4. Promotion of students

Decisions on promotion to the year above shall be taken at the end of the school year by the relevant Class Council. Both the Director of the school cycle and the teachers of all subjects shall attend the Council and have voting rights. Support teachers may attend but without voting rights.

The Class Council shall not reach a decision on the basis solely of the results achieved by the student in each subject but on the basis of the overall picture of the student as it emerges from all the information available to it.

The final grade shall not be an arithmetical average of the semester or year marks. It must be a reflection of all the observations and results available to the teacher of the subject concerned, enabling him/her to judge in particular whether the student will be capable of keeping up successfully with the work in this subject in the year above. The school has established an assessment policy based on the International Baccalaureate assessment guidelines which is communicated to the parents.

In addition, an information meeting on Assessment in the Middle Years is held for parents at the beginning of the school year.

4.5 Learning Support

Our School assists students who need special attention or an individual program. Among these students there are those who learn at a slower or faster pace than others and those who learn in a different way. Our support teachers are dedicated to creating a positive learning environment and encourage students to reach their full potential. They collaborate with students, teachers, families and specialists to foster healthy development and independent learning.

The most essential support is given in the classroom through differentiated education. The teacher assesses his or her students' requirements and adapts his or her teaching methodology to the needs of each one of them.

In addition, support is offered to small groups of students for a limited period and is intended to cover students' specific shortcomings. At the end of this period, a joint evaluation made by both teacher and Support teacher will confirm if the support is to be continued or not.



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5. The conditions of admission of students to Secondary school

1. Parents are kindly required to complete the application form.
2. If places remain vacant for the level requested, parents will be invited to visit the School.
3. Our classes are limited to 15 students.
4. The number of places available being limited, as soon as a choice will have to be made in order to complete the registration, priority will be assigned accordingly as follows:
 - i. siblings of students already enrolled at OTR to ensure the reunification of the family under the same school roof.
 - ii. chronological priority according to the time of their demand on a first come, first served basis.
5. In order to comply with the application for registration, parents will be required to submit a certificate of schooling issued by the last school attended by their child, specifying his/her academic achievements during the same previous study period, as well as the medical certificates required by the country of the former school.
6. Secondary: For our Middle Years Programme we admit children from the age of 11-16.
7. Students who have successfully completed one or more classes at their former school in their homeland or in another country will be given careful consideration. To facilitate their integration into our classes, we shall take into account the table of equivalences of teaching levels/year group. Should any doubts about the student's academic level arise, admission tests may be organized by our School.
8. For the new students who do not speak neither English or French, additional support will be organised by the school so that they may catch up with their fellows' grammar and vocabulary level.

6. Secondary School Internal Rules

6.1 Introduction

In addition to the Internal Regulations, the Luxembourg regulations in force, we impose to draw up and bring to the attention of parents and students the rules of conduct specific to secondary education. Chapter 11 of the law of August 29, 2017 on secondary education imposes the educational measures to be implemented and enforced by school students.

6.2 School access hours

Students are admitted to school from 8:15 a.m. to 8:30 a.m. Upon arrival, they must go to the classroom of the principal professor.

At 8.30 a.m., students must go to their teacher's class, for the first lesson period.

6.3 Timetables Secondary School

The building is open as from 8.15am.

Entry time: From 8.15-8.30 every day.

Lesson starts at 8.30.

Exit time:

- From Mondays to Thursday exit from 15.15-15.
- On Fridays exit time at 14.35

| | From | Until |
|---------------------------------------|--------------|--------------|
| Registration | 8:15 | 8:30 |
| 1 st lesson | 08.30 | 09.15 |
| 2 nd lesson | 09.15 | 10.00 |
| 3 rd lesson | 10.00 | 10.45 |
| Break | 10.45 | 11.15 |
| 4 th lesson | 11.15 | 12.00 |
| 5 th lesson | 12.00 | 12.45 |
| Lunch | 12.45 | 13.15 |
| Break | 13.15 | 13.45 |
| 6 th lesson | 13.45 | 14.30 |
| 7 th lesson | 14.30 | 15.15 |
| Exit (from Monday to Thursday) | 15.15 | 15.25 |
| Exit (on Friday) | 14.30 | 14.40 |

Table 5: Timetables Middle Years (Grades 6-10)

6.4 Free periods

During free periods, students stay in their classroom or go to Library and are supervised by a teacher or an educator.

6.5 Right of exit in secondary school

Students in grades 6 and 7 cannot leave the school premises during school hours. Students in grades 8, 9 and 10 are allowed to leave the school during lunch time with their parents' written approval.

For medical appointments or other serious family reasons, parents can request that they pick up their child from school (or authorise their child to go out), by email to the secondary coordinator:

sylvain.truscello@otrschool.lu

6.6 General discipline

- Both inside and outside the school, students must behave in a correct, sociable, and respectful manner toward their peers and adults.
- During lessons, students must be attentive, active and respectful towards their teacher and classmates.
- Students can eat only in the school canteen or in the cafeteria.
- During breaks, students must go out into the playground unless the weather does not allow it.
- Each student will have a locker with a key. It is his/her obligation to keep it clean and tidy.
- Objects found in the school must be left at the reception. However, at the end of the school year, the school reserves the right to offer non-recovered items to a charity.
- Students are asked to wear indoor shoes and appropriate clothes for gym.

6.7 Educational measures

In the event of breaches of the rules of conduct, the student may be subject to educational measures which must be proportionate to the seriousness of the breach and take into account the student's age, maturity, general behaviour as well that, where appropriate, the recidivism of the alleged acts.

a. The following educational measures can be taken in charge by a teacher, a member of the management or a person exercising supervision:



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- i. recall or reprimand;
- ii. work of educational interest;
- iii. detention outside of school hours, under supervision and with the obligation to do a duty imposed by the teacher or supervisor;
- iv. the temporary confiscation of an object that is prohibited in school or in the classroom. The object is returned after the lesson to the person concerned or given to the director who will invite the parent of the student concerned and return the object.

b. The following educational measures can be taken by the Management, the class council requested in its opinion:

- i. an activity in the interest of the school community, in relation to the breach;
- ii. temporary or permanent transfer to another class of the same establishment
- iii. suspension from all courses for a period of one day to two weeks. For a minor pupil, the suspension will foresee measures intended to guarantee the continuation of the pupil's education.
- iv. the educational measures will be added in the student's file. An educational measure decided by the Management as well as the exclusion from school hours are notified, by registered letter, to the adult student or to the parents of the minor student.

Educational measures are taken if the actions below are observed:

- acts of incivility and impertinence towards members of the school community;
- refusal of obedience;
- refusal to attend classes;
- unjustified absence of lessons lasting at most sixty lessons in the same school year, or at most thirty lessons for pupils in the concomitant classes, and the repeated delays as well as the unjustified absence from support lessons to which the pupil has registered or the non-completion of the work indicated to him;
- attending school while intoxicated or under the influence of prohibited drugs;
- possession or consumption of alcohol within the school grounds;
- tobacco use inside and around the school;
- fraud;
- incitement to disorder or failure;
- the organization, within the school premises, of events not authorized by the Management; the offenses referred to in Article 43 which do not justify removal.

The Direction can fix an appointment for the pupil with the psycho-social service and school support with a competent external service. The adult pupil or the parents of the minor pupil are informed in writing. The pupil and the parents of the minor pupil are required to attend.

6.8 School Uniforms

In our school, all students from Preschool to Secondary wear a school uniform. We have two different uniforms: one formal and one for physical education.

Daily wearing of the uniform is mandatory except Fridays which is a casual day.

IMPORTANT NOTICE: We strongly recommended that parents make sure there is a reserve uniform set in the school locker. To order a uniform you need to fill in the form available on our web site.

6.9 School Supplies

The school will provide all secondary pupils with the schoolbooks and basic school material. Parents will be informed by email about the material they will need to buy for the start of the school year.

6.10 Smoking

Our school is a smoke free area, and the pupils will be made aware of the consequences of smoking to their health.

6.11 Alcohol and drugs

In our school, the use of alcohol or any other substance that people take to change the way they feel, think or behave is not allowed.

6.12 Mobile Phones

The school day is a day based on learning and socializing with classmates; nevertheless, the use of mobile phones, iPads, tablets or other electronic devices is allowed in class in case that the subject teacher gives his permission so that students can work on their projects. In all other cases, mobile and electronic devices are to be handed into the teacher on duty at the beginning of the School day and may be collected at the end of the School Day. No person may use any mobile phone or electronic device to transmit photograph, or video of images of any person on school grounds during school hours unless such activities are approved in advance by the teacher and the Director. This policy does not apply to parents, or family members who photograph or record their own child, or family member during a school event. Parents should be aware that they are not allowed to share or post pictures of other students without permission from the parents concerned.

6.13 Lockers

A locker and key will be assigned to each student; it is their personal duty to keep it clean and tidy throughout the whole school year.

7. Anti-bullying Programme



Our school is a KiVa school and bullying of any form is not tolerated.
<http://www.kivaprogram.net>

KiVa is an evidence-based program to prevent bullying and to tackle the cases of bullying effectively. The former is crucial but also the latter is important, as no prevention efforts will make bullying disappear once and for all; there need to be tools to be utilized when a case of bullying comes to light. The third aspect of KiVa is constant monitoring of the situation in one's school and the changes taking place over time; this is enabled by the online tools included in KiVa. These tools produce annual feedback for each school about their implementation of the program as well as the outcomes obtained.

Useful information about bullying and its mechanisms can be found on KiVa parents' guide
<http://www.kivaprogram.net/parents/>

8. Protection of Personal Data

In our school, the protection of your personal data is taken very seriously. In this context, we undertake to collect and process your personal data in accordance with the applicable legislation (and in particular the REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL).

We have implemented all the necessary technical and organizational measures to ensure compliance with the regulations on the protection of personal data.

In accordance with the regulations on the protection of personal data, we send to you hereinafter the information on the use of data collected as part of the process of compiling the enrolment file of your child.

Responsibility:

The non-profit association OVER THE RAINBOW a.s.b.l. - International School, with headquarters at L-1371 Luxembourg, 7, Val Ste. Croix, registered in the Luxembourg Trade and Companies Register under the number F8626, is responsible for the processing of your personal data.

Purpose for the processing of your personal data:

The information you provide us via the contract /enrolment form is necessary for the processing of your application and the execution of the contract you have concluded with OVER THE RAINBOW a.s.b.l. - International School. The requirement to provide such personal data is of a contractual nature.

Recipients of your personal data:

The persons occupying the following functions are recipients of personal data:

- The Directorate
- The Organization, Accounting and Finance Manager



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- The Administrative Manager
- Receptionists and Administrative Assistants
- The Nurse
- Teaching and socio-educational staff
- Those responsible for "afterschool activities"
- The OTR Community Association

Duration of retention of personal data:

The data will be kept as long as your child is enrolled at the School, this without prejudice to our right to keep some data for a longer period due to legal / regulatory obligations applying to us, and/or respectively because of exceptional circumstances which would justify a longer storage period (judicial procedure, etc.).

Lodging a complaint:

Every natural person whose personal data is collected / processed has the right to lodge a complaint with the National Commission for Data Protection.

Rights of the person concerned:

You have a right of access, a right of rectification, a right to the deletion, a right to the portability of the data and a right of opposition on the personal data which concerns you. The exercise of these rights shall be done in accordance with the procedures laid down in the applicable legislation and the provisions of this registration contract.

If you have any questions regarding data protection or if you would like to exercise any of your rights, please contact:

OVER THE RAINBOW a.s.b.l. - International School, 7 Val Ste Croix L-1371 Luxembourg

email: direction@otrschool.lu tel: 26094542

Image rights:

It is possible that your child may be photographed during his/her class activities, during an outing organized by the school, during his/her sports lessons and/or during any cultural, scientific or artistic projects.

A separate form will be sent to you (IMAGE RIGHTS DISCHARGE) and we ask you to return it to us duly completed and signed.

Regarding the pictures taken of your child, you and respectively your child have / has the same rights as those listed above.

9. Canteen

During lunch break two types of menus are available: a normal one and a vegetarian one. Our meals are balanced and consist of an entry (salad or soup), a hot dish and a dessert (dairy products or fruits).

A qualified dietician develops our menus in collaboration with the School Nurse. The weekly menu is available at the reception.

Parents can choose School Catering or Lunch box on a monthly basis.

Children can bring their own lunch box but for safety and hygiene reasons kindly notice that no lunch box will be heated or stored in a fridge.

The children will have to bring all their necessary lunch equipment. The School may be able to help in the event of forgetfulness, but will not provide towels, cutlery or glass. For safety reasons knives are not allowed.

Home packed lunches must also comply with our **Peanut-Free School policy**, therefore we kindly request that no food including peanut is included in the lunch boxes.

For any question related to the meals offered, please contact her at the email address: emmanuelle.herbe@otrschool.lu. For registering your child to our hot meal service please visit our web site <http://otrschool.lu>

9.1 Project Fruit 4 School



<https://portal.education.lu/fruit4school/>

Our school participates in the European program for the consumption of fruit and vegetables at school.

This initiative, launched under the name "Fruit 4 School", is supported by the European Union and aims to:

- to promote a healthy and balanced diet for children and adolescents, to influence their long-term eating habits,
- give young people a taste for fruits and vegetables,
- show young people that there are healthy alternatives to fatty, sweet or salty snacks,
- inform young people about the production of fruits and vegetables.

10. Lost and Found

Lost property should be handed in to Reception. The School reserves the right to dispose of any unclaimed lost property at the end of each term.

Students are responsible for their personal property, and they are strongly advised not to bring large amounts of money or any other valuables to school.

11. Parking

In the morning and the end of the school day, parents are requested not to park on the pavement or in front of the houses in the area blocking the private garages.

The school has taken care that every morning from 8:15-8:30 two staff members are in front of the school gate to welcome the students. Parents are requested to use the kiss and drop lane and leave the pupil in front of the school.

12. Sports activities

During the sports lessons the students are given the opportunity to discover various sports. For the school year 2022-2023 the students will have tennis, golf, volleyball, basketball and gym. The school has an official volleyball team **OTR volleyball team** consisted of students from Grades 4 to 10.



13. School trips and outings

Parents will be informed well in advance and asked for their authorisation before any school trip or outing. An annual school trip is organised for all secondary students in the framework of sports or cultural activities. Information meetings are held for the parents well in advance.



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14. Health and Medical Service

First Aid

The first aid is given by the nurse, in the infirmary. If the school (nurse and / or teacher) considers that the child is not fit to stay in class, the parents or any other authorized person are informed.

Management of health problems

Before the beginning of the school year and during the school year, parents are required to report to the School Directors any information related to the health of their child: parents have the responsibility to provide treatment and medications as well as the emergency protocol for children who require special medical supervision (allergies, intolerances, skin reactions etc.). The school does not provide medication.

Medications

Medications will be given to children only if they are accompanied by a medical prescription. For medicines to be properly administered to children, parents are asked to provide the specific medical prescription and to hand over the medicine to the nurse.

If a child presents an **infectious risk**, the child can only be admitted under the condition that the parents submit a medical certificate which guarantees that the child is fit to return to school. Parents are required to notify the school of any change in the professional and / or private telephone number and, if applicable, the contact details of one or more persons to contact in the event of the parents' absence. The administration of medication can be done only on the basis of a medical prescription. It must contain a start date and a due date.

Serious accident

In the event of a serious accident, the students will be sent directly to the hospital accompanied by a staff member, who will remain with the student until the arrival of the parents. Parents will be immediately notified by phone.

Within 3 days, the parents will have to complete and return to the nurse the form for the accident report.

Health at school

For children suffering from chronic illness, allergy or any health problem requiring support an Individualized Reception Project (IRP) will be established to facilitate the reception of the student. The purpose of the Individualized Reception Project (IRP) cannot replace the responsibility of their family. The IRP will be established at a meeting between the school nurse and the parents, at the

beginning of the school year and based on a protocol developed by the family physician. The validity of the IAP is one school year.

Health prevention

Children who are already sick at school will not be accepted to avoid spread of disease or epidemics.

School medical visit

Once a year, a compulsory medical visit is organized by the team of the School Medical League within the school in the presence of the nurse.

Health workshops

Workshops on health education are offered by the school nurse.
The themes are determined by the needs and age of the students.

15. After school Clubs and activities

The school provides a variety of clubs and activities at the end of the school day. Parents will receive an information letter and they may choose to enrol their children in the clubs in September.

16. Parents' participation

In our school, we recognise the importance of a good collaboration between the families and the school which results to a positive impact on children's development and learning. In OTR parents are valued as partners.

There are many opportunities for parents to meet with the teachers and administration throughout the year. Families are welcomed into school, and they are given the opportunity to talk to any staff member about issues they have on a formal and informal daily basis.

Parents receive regular information about their child's progress through parent-teacher meetings and reports. A weekly Newsletter from the Director of Secondary is sent to the parents. Parents are invited to be involved and active participants in school activities, and events.

At the beginning of the school year, a welcome meeting is scheduled for the students and the families. This allows parents to meet the teachers and discuss about the curriculum and the MYP programme.

Good relationships and better understanding are fostered. All this helps to build a sense of community in which the OTR is a central part.



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16.1 Communication and Information Meetings

At the beginning of each school year parents are invited to an informative parent meeting with the teachers and the school management. At this time, the parents are introduced to the details of the Middle Years Program, timetables, forthcoming special events and activities. In November, individual parent-teacher meetings are organised. During the course of the year other information meetings are organised as deemed necessary.

Open and honest communication between families and the OTR is an essential component of a high-quality education offer. Parents are encouraged to give feedback and suggestions on a regular basis to both OTR staff and to parent representatives.

The OTR International School encourages parents to speak directly to their child's teachers or to the school management for any issue or concern related to their children.

17. Contact

OTR International School,
7, Val Ste. Croix, L-1371
Phone: 00352 26094542
Email: info@otrschool.lu
Website: www.otrschool.lu

| Contacts | | |
|---------------------------------|---|--|
| General Director | Mrs. Isabella AGOSTINI | isabella.agostini@otrschool.lu |
| Deputy General Director | Mrs. Vera AGOSTINI | vera.agostini@otrschool.lu |
| Director Secondary cycle | Mrs. Marousa GOURDI | marousa.gourdi@otrschool.lu |
| MYP Coordinator | Mrs. Tania CANONE | tania.canone@otrschool.lu |
| Secondary coordinator | Mr. Sylvain TRUSCELLO | sylvain.truscello@otrschool.lu |
| Reception | Mrs. Anna VENEZIANI Mrs. Antonella VENEZIANI | info@otrschool.lu |
| Nurse | Mrs. Emmanuelle HERBE | emmanuelle.herbe@otrschool.lu |



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18. School Holidays Calendar 2022-2023

| SCHOOL HOLIDAYS CALENDAR 2022-2023 | |
|------------------------------------|--|
| Opening of the school year* | Tuesday, August 30 th 2022 |
| Beginning of lessons** | Wednesday, August 31 st 2022 |
| All Saints Holiday | From Thursday, October 27 th to Sunday, November 6 th 2022 |
| Christmas Holiday | From Thursday, December 22 nd , 2022, to Sunday, January 8 th 2023 |
| Carnival Holiday | From Saturday, February 11 th to Sunday, February 19 th 2023 |
| Easter Holiday | From Saturday, April 1 st to Sunday, April 16 th 2023 |
| Labour's Day | Monday 1 st May 2023 |
| Europe's Day | Tuesday 9 th May 2023 |
| Ascension | From Thursday 18 th May to Sunday 21 st May 2023 |
| Pentecost Holiday | From Saturday, May 27 th to Sunday, 4 th June 2023 |
| National Day | Friday, June 23 rd 2023 |
| End of school year | Thursday, June 29 th 2023 |

* Only for school staff

** For pupils