

OSNOVNA ŠKOLA

DOBRIŠE CESARIĆA



Vision

A school open to the community where students and teachers are active creators of their future and contributors to society.

Mission

To educate responsible, creative, and engaged students through cooperation between the school, families, and the wider community.

Project team:

Antonija Lujanac, School Librarian

Ana Prtenjača, School Psychologist

Sanja Škreblin, Teacher Advisor

#CTRLPlusProject

#ErasmusPlus

March 17-18, 2026, in Seixal

School Introduction

Public primary school (app. 355 students (aged 7-14), 50 employees

Diverse needs and abilities.

Preventive programs (anti-bullying, gifted students, SEND students have personal assistants, migrants, Roma).

Students grow up in an urban area and a rapidly changing digital environment.

Teachers aim to support both academic development and social-emotional skills.

Erasmus accreditation (2022-2027)

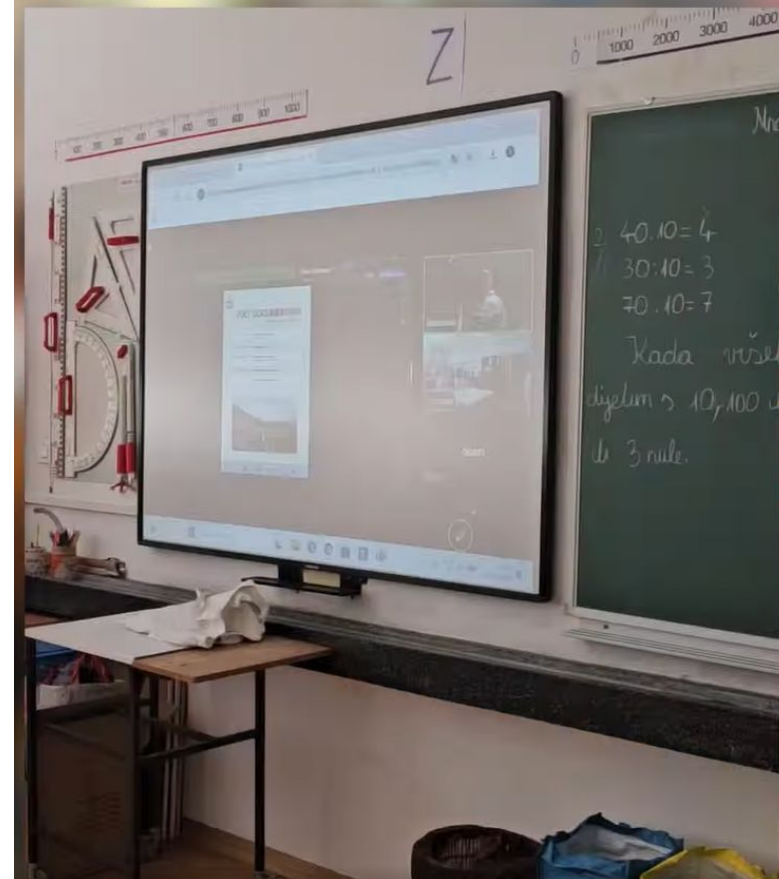
International and EU projects (IPA, [Erasmus](#), Horizon, [eTwinning](#), etc.)

School library network ([IFLA](#), [IASL](#), [ALA](#), [SLAV](#),

[ESHA](#), [Global Librarians](#))

[YouTube](#) [FB School](#) [FB Library](#) [Instagram](#)

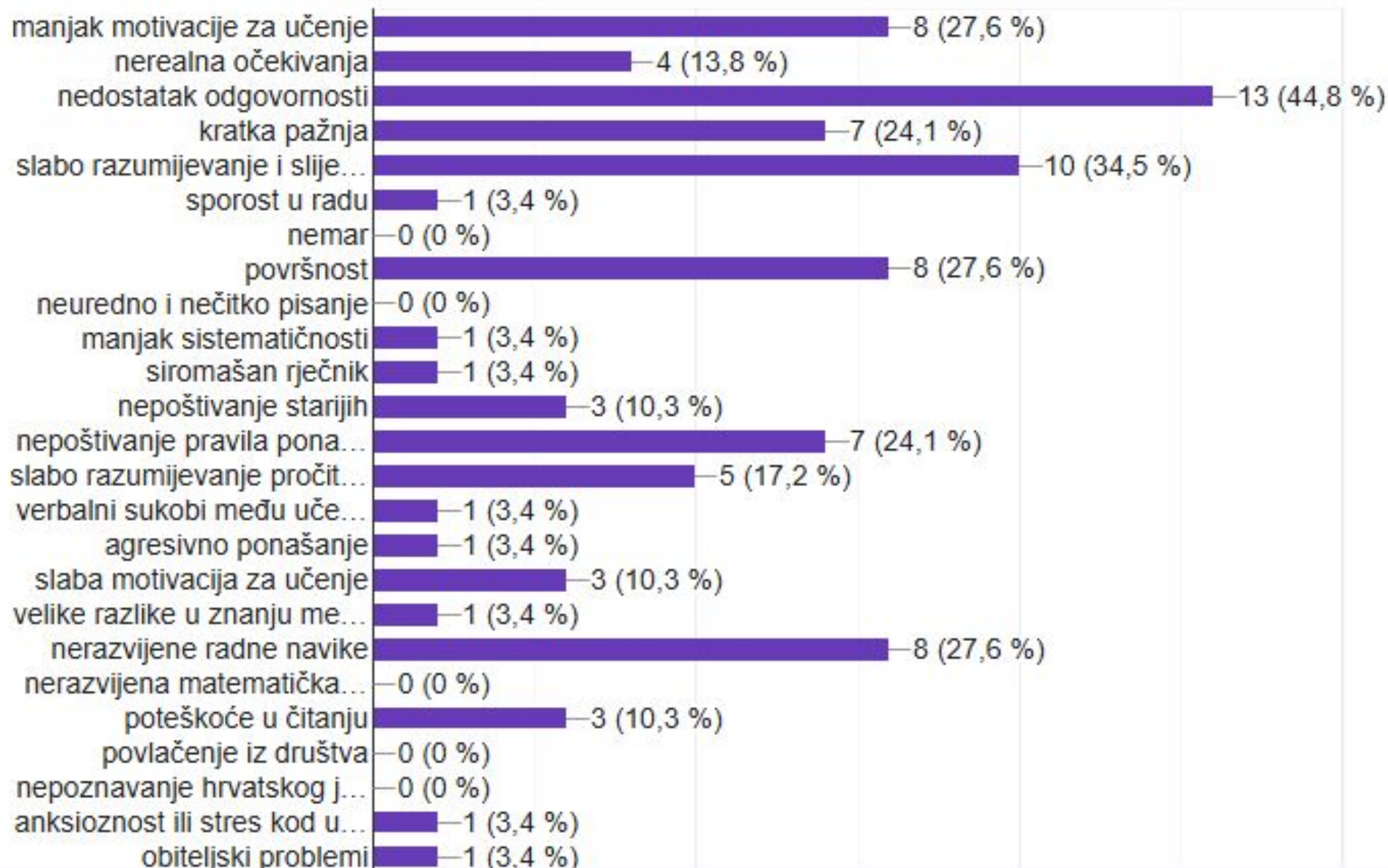
[CRTL+ eTwinning](#)



Identification of the challenge

1. Specific barriers to inclusion impacting students' daily engagement - reflecting learning, behavioral, and socio-emotional challenges:

- Low motivation and lack of responsibility
- Underdeveloped learning and work habits
- Weak reading and comprehension skills
- Short attention span and slow work pace
- Behavioral difficulties and rule-breaking
- Socio-emotional and environmental factors
- Language barriers



Identification of the challenge

2. Data currently used to identify vulnerabilities and challenges:

- survey questionnaire +
- Direct classroom observation (behavior, motivation, participation and comprehension)
- Academic performance indicators
- Behavioral signals (disciplinary issues, lateness)
- Professional discussions and staff collaboration

Identification of the challenge

3. Why these inclusion challenges persist despite previous efforts - teachers attribute the persistence of these challenges to systemic, cultural, and resource-level factors:

- Insufficient structured support from the school's professional services
- Inconsistent communication and lack of coordination within the teaching staff (between subject and class teachers)
- Students who are members of the Roma national minority
- Overcrowded classes and the presence of multiple students requiring individual attention, making inclusion harder to manage in practice
- Emotional exhaustion and time pressure among teachers

Possible Solutions

- Active learning methods: school gardening, volunteering
- Stronger student participation: Civic Education projects
- Developing metacognitive skills: Inquiry-Based Learning
- Collaborative learning strategies
- Integrating wellbeing in teaching

Questions

- How to increase student motivation?
- How to develop self-regulated learning skills?
- How to use student feedback to improve teaching?
- Examples of good practices for student wellbeing?

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