

AVICENNA INTERNATIONAL COLLEGE

Hungarian–English Bilingual Secondary Grammar School

Educational Programme

Budapest, 2026

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I. INTRODUCTION

In developing our school's Educational Programme, we drew on more than two decades of professional experience. We incorporated elements of the educational approaches and professional concepts of other bilingual secondary schools wherever these could be integrated into our own vision. This process resulted in the Educational Programme currently adopted by our institution.

I.1. Legislative Framework Governing the Preparation and Amendment of the Educational Programme

The preparation and amendment of this Educational Programme are governed by the following legislation and regulatory documents:

- Government Decree No. 245/2024 (VIII. 8.) on the categories of prohibited items and items subject to restrictions on their use in educational institutions, and on the detailed procedures governing such items.
- Act LII of 2023 on the New Career Path for Teachers.
- Act CXC of 2011 on National Public Education.
- Act CCXXXII of 2013 on the Provision of Textbooks for National Public Education.
- Act CXII of 2011 on the Right to Informational Self-Determination and Freedom of Information.
- Government Decree No. 100/1997 (VI. 13.) issuing the Examination Regulations for the School-Leaving Examination.
- Government Decree No. 229/2012 (VIII. 28.) implementing the Act on National Public Education.
- Government Decree No. 110/2012 (VI. 4.) on the issuance, introduction and application of the National Core Curriculum.
- Ministry of Human Capacities Decree No. 20/2012 (VIII. 31.) on the operation of educational institutions and the use of names by public education institutions.
- Ministry of Human Capacities Decree No. 51/2012 (XII. 21.) on the procedure for issuing and approving framework curricula.
- Ministry of Human Capacities Decree No. 4/2013 (I. 11.) issuing the Guidelines for Bilingual School Education.
- Ministry of Human Capacities Decree No. 17/2014 (III. 12.) on the approval of textbooks and teachers' manuals, textbook subsidies, and the provision of textbooks in schools.
- Guidelines for the Education of Students with Special Educational Needs. Available from the Educational Authority: https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/iranyelvek_alapprogramok (accessed on 24 August 2020).
- Decree No. 26/1997 (IX. 3.) of the Minister of Public Welfare on School Health Services.

I.2. Institutional Details

Name of the institution:
AVICENNA INTERNATIONAL COLLEGE Hungarian–English Bilingual Secondary Grammar School (AIC)

English name:
Avicenna International College Hungarian–English Bilingual High School

Abbreviated English name:
AIC Hungarian–English Bilingual High School

Registered address:
1089 Budapest, Orczy út 3–5, Hungary

Institutional Identification Number (OM):
201799

Year of establishment:
2012

Institutional representative:
The Headteacher of the School

I.3. International Advisory Board

The work of our secondary school is supported by the International Advisory Board established by our institution (hereinafter referred to as the Board). Its members are Hungarian and international education professionals who are highly regarded and have extensive experience in their respective fields. The Board includes university and college lecturers, secondary school teachers and distinguished representatives of various professions.

Drawing on the international experience and expertise of its members from different parts of the world, the Board helps ensure that our institution remains informed about the latest methodological innovations and advances in educational practice, both in Hungary and internationally, and is able to incorporate these developments into its work.

We keep the Board informed in writing about the educational programme developed by our institution, seek its professional opinion, welcome its recommendations and give them due consideration. With the Board’s assistance, we aim to expand our professional networks and look forward to its valuable contribution and support in research programmes, student and teacher exchanges, and the implementation of joint projects.

The recommendations and comments received from Board members are considered by the school management and the teaching staff and, where appropriate and in compliance with applicable legislation, incorporated into the institution’s professional and educational programme.

In addition to maintaining written communication, we seek to organise meetings lasting one or more days at least once a year, thereby providing opportunities for direct, face-to-face professional exchange.

I.4. History of the Establishment of the School

Founder of the School:
Avicenna International College Szolgáltató Kft. (registered office: 1089 Budapest, Orczy út 3–5; Company Registration No.: 01-09-880669; represented by: Mirzahosseini Shahrokh)

Maintaining Organisation of the School:
Avicenna Oktatás Támogató Non-Profit Kft. (registered office: 1089 Budapest, Orczy út 3–5; Company Registration No.: 01-09-390607; represented by: Mirzahosseini Shahrokh)

The predecessor of Avicenna International College was established in Budapest in 1995. It provided a range of educational services for international students and was actively involved in international student recruitment, initially focusing primarily on medical and healthcare-related fields. Avicenna College was established in 2000, and its name was changed to Avicenna International College in 2005.

Initially, the main focus of Avicenna International College was the organisation of preparatory courses in medicine, English language and technical and engineering subjects for students intending to pursue university studies in English. From 2003 onwards, these professional and English-language courses also became available to Hungarian students.

Upon completion of their studies, students receive a certificate issued by AIC, providing them with a solid foundation for continuing their education at Hungarian or international higher education institutions.

In addition to successfully preparing students for university entrance examinations, an important objective of AIC is to ensure that graduates are also well equipped to meet the academic demands of the first years of university study. For this reason, the programme includes specialised subjects such as anatomy, histology and medical Latin in the field of medicine, which provide students with a basic foundation for successfully completing university courses.

The preparatory programme also introduces students to the culture, higher education system and customs of the host country, as well as familiarising them with the latest learning methods. Of the nearly 5,000 students who have completed our programmes, many have gone on to become successful students at Hungarian and international higher education institutions.

Our institution places particular emphasis on creating favourable academic conditions and an appropriate examination environment for students taking university entrance examinations.

During the 2018 university admission period, four international universities, including institutions from Bratislava and Istanbul, held entrance examinations at our school. This arrangement helped approximately 200 applicants perform to the best of their abilities in the examination setting.

Every year, AIC participates in organising entrance examinations for numerous Hungarian and international universities. Through these activities, it contributes to strengthening Budapest's position as an important European hub and a reliable source of international student recruitment.

Our institution also arranges various medical examinations required for admission to different universities, particularly medical schools. Since the 2006–2007 academic year, scholarships have also been available to support students and promote equal opportunities in education. Successful applicants may receive scholarships covering up to 100% of their tuition fees.

Avicenna International College maintains strong professional relationships with numerous Hungarian higher education institutions. Every year, students visit universities to help them make informed final decisions about their future studies.

Members of the Professional Advisory Board of Avicenna International College also include distinguished professors from Hungarian higher education institutions. The Chair of the Board is Professor László Rosivall, Doctor of the Hungarian Academy of Sciences, Professor Emeritus and recipient of the Széchenyi and KIA awards.

As students at Avicenna International College come from countries all over the world, we consider it essential to maintain continuous cooperation with universities, professional organisations and other official bodies in their countries of origin. We also actively seek to establish and maintain new professional partnerships.

AIC is actively involved in organising and delivering various medical and educational events, including professional meetings, conferences and symposia.

In August 2005, AIC management and staff played an active role in organising the 6th International Congress of the Worldwide Hungarian Medical Academy.

In November 2019, AIC, in cooperation with Semmelweis University, undertook the organisation of the 4th USERN Congress as part of the celebrations marking the University's 250th anniversary. Featuring internationally renowned speakers, the congress contributed to the further development of a global network of young researchers.

AIC has also served as a co-organiser of the Nephrology Summer School on several occasions, as well as the 3rd BioMedical Congress international event in 2019.

Furthermore, AIC played a significant role in the inauguration of the Semmelweis statue at Tehran University of Medical Sciences during the Semmelweis Memorial Conference. In his inaugural address, the Prime Minister of Hungary specifically acknowledged the valuable contribution and activities of Avicenna International College.

In previous years, Avicenna International College organised Hungarian Education Days in Iran, Türkiye and India on several occasions. These events provided leading Hungarian universities, including Corvinus University of Budapest, the University of Debrecen, Budapest University of Technology and Economics, the University of Miskolc and the University of Szeged, with an opportunity to present their academic programmes and educational opportunities.

In the spring of 2004, AIC also participated in a book exhibition in Tehran in cooperation with its university partners.

In 2006, the institution obtained its Hungarian adult education accreditation certificate, and its first programme received accreditation in 2009.

The steady increase in student numbers made it necessary to establish a new educational centre. Since January 2010, Avicenna International College Hungarian–English Bilingual Secondary Grammar School has operated from the school building at 3–5 Orczy út, in Budapest's 8th District.

The historic listed building was renovated in accordance with heritage protection regulations while also taking modern educational requirements into consideration.

Avicenna International College Hungarian–English Bilingual Secondary Grammar School was established and received accreditation in 2012.

In 2019, our educational offer was expanded with new language and specialised language programmes under a new agreement with the University of Pécs.

Our institution obtained its distance learning operating licence in 2021. This authorises the provision of adult education for learners aged 16 and over through a flexible study arrangement that may combine online, offline and home-based learning.

This makes our institution the first Hungarian secondary school to offer a Hungarian–English bilingual educational programme in a distance learning format.

I.5. Aims of Establishing the School

Like the establishment of any educational institution, the creation of Avicenna International College Hungarian–English Bilingual Secondary Grammar School serves both long-term strategic objectives and immediate educational needs.

The institution’s long-term social objective is to raise the standard of English-language proficiency among younger generations and to combine language learning with intercultural education.

Our school focuses its educational activities on the natural sciences, particularly medical and health sciences. There is a growing need in society for qualified professionals in these fields, as well as for effective professional cooperation. Accordingly, our school also supports the academic and professional development of students and teachers through international partnerships.

Our immediate objective is to broaden the range of educational opportunities offered by bilingual secondary schools. Unlike many other institutions, our distinctive educational framework benefits from accreditations issued by several international education systems.

Following the completion of their studies at our institution, our students are well positioned to apply successfully to programmes at universities in the United Kingdom and elsewhere in Europe, carrying with them the reputation of both our school and Hungary.

One of the additional objectives undertaken at the time of the school’s establishment was to build this educational innovation on the experience accumulated by Avicenna International College, transforming that experience into a new educational concept and thereby contributing to the professional development of the teachers involved.

The educational objectives of establishing the school follow from the above.

Through the establishment of Avicenna International College Hungarian–English Bilingual Secondary Grammar School, we aim to provide students from a wide range of cultural backgrounds with a four- or five-year bilingual secondary education programme, with preparatory instruction in English as the target language and a particular emphasis on the natural sciences.

This provision is complemented by adult education programmes, including university preparatory courses, as well as advanced vocational qualification programmes available after the school-leaving examination. All of these learning opportunities are also made accessible through distance learning.

Our aim is to develop students’ first-language and foreign-language competencies simultaneously and in a balanced manner. Through English-language education, students acquire proficiency in a language that is internationally valuable and widely applicable. Through teaching Hungarian as a Foreign Language (HFL) and providing education about Hungary, students become familiar with the language and culture of their host country.

Given the international character of our school, another important objective is to foster an open-minded approach to international perspectives and cooperation. At the same time, depending

on their citizenship, students are encouraged to develop positive attitudes towards their home country or towards Hungary during this particularly formative stage of their identity development.

We aim to help international students joining our school become more easily integrated into Hungarian society and, more broadly, into Europe by familiarising themselves with Hungarian culture throughout their studies.

Another objective is to integrate ethnic Hungarians living beyond Hungary's borders, as well as students joining us from abroad who cannot remain in Budapest for the entire duration of their studies, by making our educational programmes available through distance learning, primarily using digital technologies.

We also aim to provide educational opportunities for students who value both languages and intercultural understanding, are interested in natural science subjects, and intend to continue their studies at Hungarian or international higher education institutions.

The establishment of the school is not only a logical continuation of our previous experience but also serves additional objectives.

Our institution aspires to become a genuine multicultural centre where Hungarian and international students can learn from one another by discovering and understanding each other's cultural backgrounds.

This creates excellent opportunities for students from different cultural environments to build lasting relationships and lifelong friendships.

I.6. Bridging Secondary and Higher Education in Hungary and Internationally

(A Future of Continuous Possibilities – Knowledge in Any Language, at Any Age)

A) Development of Our Educational Offer and Areas of Expansion

Secondary education in Hungary has traditionally been regarded as strong and is widely recognised internationally. Nevertheless, higher education institutions experience considerable student dropout rates, while many students take significantly longer than the prescribed period to complete their studies.

This situation is disadvantageous both for individuals and for educational institutions and is economically unsustainable from a broader societal perspective.

Common contributing factors include inappropriate career choices resulting from insufficient career information, a lack of understanding of higher education requirements, ineffective learning methods and inadequate note-taking skills.

Similar problems can be observed not only in Hungary but also in other European countries. Educational institutions and policymakers must therefore seek effective and sustainable solutions.

By preparing students for the expectations and requirements of higher education, we aim to bridge the gap between the two educational systems and establish a solid foundation for successful academic progression.

Recognising these challenges, our school places particular emphasis on ensuring that both students and teachers have a clear understanding of higher education requirements.

Especially during the final two years before their school-leaving examinations, students are encouraged to familiarise themselves with their chosen professions, the nature of the relevant academic fields and the expectations they will encounter. They are also given opportunities to establish direct contact with universities.

To put this vision into practice, we invite Hungarian and international university lecturers and education professionals to join our International Advisory Board. We also organise guest lectures and university visits, while encouraging our students to participate in university open days and summer courses.

We continue to organise our university preparatory courses in accordance with the system and subject areas developed since 2005.

In addition to students enrolled at our secondary school, these courses are also attended by visiting students from other educational institutions and from abroad who are preparing to pursue university studies in English.

We have established the conditions necessary for expanding our institution through the creation of affiliated educational centres in Hungary and internationally. We are also incorporating blended distance learning into our range of educational delivery methods.

Particular emphasis is placed on establishing and maintaining a network of partner schools.

Classroom lectures, practical lessons, project work and interactive problem-solving activities all help students gain an understanding of what independent higher-level study and academic research require of them.

Our supplementary learning materials are also developed with the aim of familiarising students with the admission requirements of leading Hungarian and international institutions, as well as with the academic expectations they will face during their first year of university studies.

In this way, our school fulfils a bridging role, helping to close the gap between secondary and higher education.

In keeping with this role, we provide career information and guidance programmes to help students make well-informed decisions about their future studies and professional careers.

Our institution is continuously developing its specialised college structure and activities.

The specialised college was established under the name S**emmelweis–Avicenna College for the Advancement of Medical Talent**.

Its objective is to create the conditions necessary for students arriving from anywhere in the world to pursue their studies successfully, develop their talents and establish a strong foundation for further higher education studies at medical faculties around the world.

Our main areas of talent development include English-language biology and chemistry, as well as various fields of medical science.

Among the training programmes supported by the specialised college are vocational qualification programmes in nursing and care. These programmes also aim to contribute to meeting the healthcare workforce needs of Hungary and Europe.

Expanding the range of further study opportunities available to our students is one of our most recent strategic priorities.

To this end, we have established and pursued partnerships with universities specialising in other academic fields.

Our long-standing professional cooperation with Semmelweis University and the Faculty of Medicine at the University of Szeged enables our institution to provide students with up-to-date, high-level knowledge and an advanced biomedical perspective.

Our developing cooperation with the University of Bradford provides a sound basis for organising vocational qualification programmes in nursing and care.

We also maintain an active partnership with Óbuda University, particularly with its Donát Bánki Faculty of Mechanical and Safety Engineering.

Through this cooperation, we are laying the foundations for expanding our educational activities towards engineering faculties and engineering studies.

We also contribute to the teaching of general education subjects, primarily in the natural sciences, within post-secondary vocational training programmes.

Our efforts to internationalise education at both secondary and higher education levels further support this expansion.

Recently, we have opened up several new areas of cooperation:

- Cooperation with the Faculty of Natural Sciences of the West University of Timișoara in the development of subject-specific professional programmes.

- The Electrical Engineering Faculty of the University of Poitiers in Angoulême contributes to broadening our orientation towards environmental education and sustainability-related fields through its programmes focusing on waste recovery through separation and sorting processes.

- During the 2023–2024 academic year, we concluded cooperation agreements with Metropolitan University and Corvinus University of Budapest, and established a strategic partnership with Tomori Pál College.

Acquiring language skills that facilitate and support further studies is a key priority for our institution.

To achieve this, we cooperate with Foyle International, a training centre in Northern Ireland, in the development and implementation of a specialised language programme.

Since 2022, Avicenna International College Hungarian–English Bilingual Secondary Grammar School has participated in the European Union’s Erasmus+ mobility programme.

Within this framework, both teachers and students take part in training courses and professional study visits in various European Union Member States.

Our institution considers it fundamentally important to integrate students as fully as possible into the European educational system and cultural environment, while also ensuring that teachers continuously develop their knowledge, skills and methodological expertise.

The Erasmus+ programme provides essential support in achieving these objectives.

Our institution has been awarded the prestigious Erasmus+ Accreditation for a five-year period covering 2023–2027. This provides extensive opportunities for student and teacher exchange programmes and educational mobility within the European Union.

B) Removing Age-Related Barriers to Learning

Alongside the expansion of our educational offer, our activities are becoming accessible to an increasingly broad range of learners, regardless of age, thanks to two further developments:

- Our distance learning system enables us to open our doors to adult learners, thereby expanding the scope of our educational activities.

- We are creating timetable and organisational arrangements that accommodate learners' individual commitments and support the integration of artificial intelligence (AI) into education.

C) Bilingual Education

The bilingual educational programme of Avicenna International College Hungarian–English Bilingual Secondary Grammar School was developed in accordance with the applicable legislation.

Our objective is to develop students' language skills in both languages of instruction in such a way that they become capable of thinking and communicating in a foreign language.

By the time they complete their secondary education, students should be able to pursue higher education studies in either language and successfully compete in the labour market.

Some of our students do not speak Hungarian as their first language. In their case, our objective is to ensure that they acquire the highest possible level of proficiency in Hungarian during their secondary school studies.

In bilingual education, instruction is delivered in two languages: Hungarian and the target language, English.

In addition to English language and the study of English-speaking cultures and civilisations, students also study a substantial proportion of their other subjects in English, in accordance with the curriculum requirements.

Stages of Target-Language Education

Grade 9 – Language Preparatory Year

The objective of the language preparatory year is to enable students, within a single academic year, to acquire the language skills necessary to continue at least part of their secondary education in the target language, English.

To achieve this objective, students receive intensive language instruction with a high number of weekly lessons.

In addition to general foreign-language classes, students also receive instruction and language development in other subjects in English.

By the end of the language preparatory year, students are expected to attain at least Level B1 of the Common European Framework of Reference for Languages (CEFR), as recommended by the Council of Europe.

Students must demonstrate their proficiency in an end-of-year language assessment examination in order to progress to Grade 9.

Grades 9–10

During Grades 9 and 10, the objective is to further develop students' English-language proficiency and enable them to acquire knowledge, learn and communicate effectively in the target language.

Intensive language instruction continues, with a high number of weekly lessons delivered in English and organised in smaller groups.

By the end of Grade 10, students are expected to attain at least Level B2 of the Common European Framework of Reference for Languages (CEFR), as recommended by the Council of Europe.

It is important to emphasise that progression beyond Grade 10 requires students to hold a state-recognised, comprehensive B2-level language examination certificate as a minimum.

If a student does not meet this requirement, they must provide official documentation, such as an expert assessment, explaining the reason for the absence of the language certificate.

Students newly entering Grade 9 must have an English-language proficiency level equivalent to at least B1 under the CEFR.

Students newly entering Grade 10 must have an English-language proficiency level equivalent to at least B2 under the CEFR.

Grades 11–12

During Grades 11 and 12, the objective is to enable students to acquire in-depth knowledge in a specific academic subject through the medium of the target language.

Students are prepared to understand and interpret specialist academic texts in their chosen subject areas and to participate in academic and scientific communication.

They also acquire fundamental knowledge of the history, culture, literature and civilisation of countries where the target language is spoken.

A key objective is to prepare students linguistically and culturally for further studies and employment in English-speaking environments.

Another important objective is to prepare students to take the advanced-level English school-leaving examination.

By the end of Grade 12, students are expected to attain at least Level C1 of the Common European Framework of Reference for Languages (CEFR).

Students newly entering Grades 11 or 12 must have an English-language proficiency level equivalent to at least B2 under the CEFR.

D) Hungarian as a Foreign Language

Students whose first language is not Hungarian are exempt from attending Hungarian Language and Literature classes.

Instead, they attend Hungarian as a Foreign Language (HFL) classes, which focus on developing their Hungarian-language proficiency.

At the end of each academic year, these students take classification examinations covering the requirements of the Hungarian Language and Literature subjects, thereby fulfilling the relevant curricular requirements.

E) Removing Geographical and Other Barriers to Learning

We firmly believe that digitalisation, individual learning pace and personalised learning methods are not merely topics to be taught. We also possess the practical tools, experience and expertise necessary to put these principles into practice.

The amendments to Government Decree No. 110/2012, adopted on 31 January 2020, explicitly encourage the implementation of these approaches.

The principle that “students may choose their own learning methods and the organisation of their studies” is a value that has long been central to our educational philosophy.

Our school is continuously working to make an increasing number of its educational programmes available beyond traditional classroom-based instruction, including through distance learning, in line with the expectations of the digital age.

Secondary Education – Educational Pathways Offered by Our Institution

- **General Secondary Education:** In Grades 11 and 12, students may choose elective specialisation subjects in both science and humanities disciplines. These subjects provide the knowledge and skills necessary for successful performance in higher education, in accordance with students’ intended academic and career pathways.

- **Adult Education through Distance Learning:** The common objective is to achieve the best possible results in examinations and final assessments.

In summary, learning opportunities are available regardless of age, time or geographical location.

The dates of state examinations are determined by the relevant regulations and cannot be changed. These include the official academic year schedule and the timetable for examinations and competitions.

I.7. The School’s Environment

Our school operates in the school building located at 3–5 Orczy út, in Budapest’s 8th District.

The historic listed building was renovated in accordance with heritage protection regulations while taking the requirements of modern education into consideration.

The school is easily accessible by tram lines 23 and 24 (one stop from Nagyvárad tér and five stops from Keleti railway station), by Metro Line 3 (Nagyvárad tér station), and by trolleybus 83 from the directions of Fővám tér and Népliget.

Nearby points of interest include the ELTE Botanical Garden (Füvészkert), the Nagyvárad tér Theoretical Building of Semmelweis University, the Ludovika Campus of the University of Public Service, Orczy Park, Népliget, the TIT Budapest Planetarium and Groupama Aréna.

For international students and their parents, important considerations when choosing a school may also include Budapest's favourable geographical position within Europe, its strong reputation as an educational and cultural centre, and the standing of those higher education institutions whose objectives and educational profiles closely align with the mission of our school.

I.8. Learning Environments

Physical Environment

The term learning environment refers collectively to the school's indoor spaces (classrooms, corridors, communal areas, the gymnasium and the library), the outdoor spaces available to students, and educational settings beyond the school premises.

Our school considers it important to provide student-friendly physical environments that support effective learning.

When designing classrooms, we avoid traditional front-facing seating arrangements. Movable desks and tables allow teachers to employ a wide variety of teaching and learning formats.

The decoration and arrangement of classrooms, corridors and communal areas are guided by the school's mission, educational principles and environmental awareness.

We regard the organisation and use of physical space as an educational tool. Accordingly, we seek to involve both students and parents and encourage their active participation in shaping these environments.

The school's learning spaces also serve as settings for students' community life and are therefore designed to support social interaction and shared activities.

I.9. The School Community

We welcome Hungarian students and international students living in Hungary from nearby districts, Budapest and all regions of the country.

We also welcome students arriving from other countries who wish to prepare for higher education through our four- or five-year secondary school programmes.

Our adult education programme is open to learners aged 16 and over who, because of their personal commitments, place of residence or other circumstances, are unable or unwilling to attend classroom-based lessons and therefore wish to complete the curriculum requirements through distance learning.

Hungarian and international students are admitted to our institution on the basis of their previous academic results and the outcome of the admission examination.

A foundation and/or specialised college organisation to be established in support of the school's activities intends to provide scholarships for talented students from financially disadvantaged backgrounds.

Unlike many other bilingual schools, we also aim to help international students integrate more easily into Hungarian society by familiarising them with the culture of Hungary and the Carpathian Basin during their studies.

Our vision is for the school to become a genuine multicultural centre where Hungarian and international students can learn from one another by discovering each other's customs, music and other cultural traditions.

This provides an excellent opportunity for students from different cultural backgrounds to establish lasting relationships and lifelong friendships.

Students are full members of the school community.

The Student Council (hereinafter referred to as the SC) is responsible for representing students, protecting their interests and maintaining communication with the school's teachers and management, as well as with the parents' organisation.

The role and responsibilities of the Student Council are particularly important in a bilingual school that also welcomes international students. It must provide a forum where students can express concerns arising from language barriers and cultural differences from their own perspective, thereby helping the school achieve its objectives.

The Student Council is elected by students through a secret ballot. Elections take place at the end of the academic year.

The Student Council election process gives students an opportunity to experience and practise democracy.

The Student Council represents students' interests and maintains contact with the Parents' Association.

Participation in Student Council activities provides students with valuable organisational experience and helps develop their independence and sense of responsibility.

We also regard the SC as an environment in which students with social leadership potential can develop their abilities and in which informal language learning and intercultural learning can take place.

The school seeks to address issues that threaten students' social well-being and health, including smoking, alcohol consumption and drug use, through proactive and preventive measures.

Secondary school students are particularly vulnerable to these risks, which makes the school's role and responsibility especially significant.

Particular attention must be paid to fostering a cohesive student community and promoting positive social interaction among students arriving from different countries.

Students who are more familiar with the Hungarian environment can support their international classmates in a variety of ways. Such experiences are invaluable for the personal development of both those receiving assistance and those providing it.

We plan and implement the necessary measures with the involvement and support of the Student Council.

I.10. Forms of Communication and Cooperation within the Institution

A. Teacher–Parent Relations

The school regards parents as partners in the educational process.

This is particularly important in an international school, where a child's family may be their only consistent source of connection to their cultural and national identity.

The school recognises that parents make a significant contribution to their children's future by choosing our institution. At the same time, we assume that parents understand that the school's Educational Programme provides a sound foundation for their children's future prospects.

Before making a decision about enrolment, prospective parents may obtain information not only through the school's website but also by visiting the institution in person.

Open days and open lessons provide organised opportunities for such visits.

The school is also pleased to provide parents with further information and advice whenever requested.

Assistance for parents arriving from abroad who do not speak Hungarian is provided according to their individual needs.

The school provides structured opportunities for parents to cooperate and communicate both with teachers and with one another.

Parents' Association

Each class is represented in the Parents' Association by at least one parent. The elected executive committee consists of three members: a Chairperson and two Committee Members.

Together with parents who volunteer on an ad hoc basis to assist with specific tasks, this body forms the school's Support Committee.

The Parents' Association meets with the school management three times a year to discuss current matters and responsibilities.

The executive committee meets more frequently, as required, and contributes its views and recommendations to various decision-making processes.

The school may decide that individual meetings are held entirely online or that parents or legal guardians living outside Hungary may participate remotely using electronic communication devices.

The Headteacher is responsible for maintaining contact with the Parents' Association.

Parent–Teacher Meetings

Form tutors hold parent–teacher meetings three times a year: once during the September–November period, once in January and once in April.

Additional meetings may be convened in exceptional circumstances at the initiative of the form tutor, the school management or the parents.

All parent–teacher meetings are conducted in both Hungarian and English.

The school also provides online participation opportunities for parents and legal guardians living abroad.

Teachers' Office Hours for Parents

At the beginning of each semester, every teacher designates one weekly time slot for meeting with parents. This arrangement remains valid throughout the academic year.

By prior appointment, teachers may also meet parents at other times.

The Headteacher holds office hours for parents once a month. Meetings at other times may also be arranged by prior agreement.

These meetings may also take place online.

Communication

To ensure continuous communication, we make extensive use of the opportunities provided by the internet and digital technologies, including the school website, email, Skype, Facebook, Zoom and the electronic school register.

Our website (www.avicenna.hu) provides continuous information in both Hungarian and English for parents, students and other interested parties.

The website and electronic school register also provide opportunities for communication between parents.

The official channel of communication used by the school is email through an address belonging to the avicenna.hu domain. The school uses this channel to fulfil its information and notification obligations towards parents and students.

English is the language of communication with parents who do not speak Hungarian. Where necessary, we also provide interpreters who speak the parents' native languages.

Our institution continuously seeks to communicate with international students and their parents in their native languages.

This consideration also informs our recruitment and employment practices, as we seek to engage staff members who can maintain regular online contact with parents and legal guardians through various platforms, in addition to email communication.

B. Teacher–Student Relations

Students are kept informed about school life, the annual work plan and current responsibilities by the Headteacher, the teacher responsible for supporting the Student Council, form tutors and subject teachers.

Information is provided through the following channels:

- The Headteacher addresses students at least once a year at the student assembly and at meetings of the Student Council executive committee.

- Form tutors provide students with regular information during form periods.

Subject teachers continuously inform students about their individual development and academic progress, both verbally and through official electronic communication channels.

To exercise the rights guaranteed to them under applicable legislation and the school's internal regulations, students may approach the school management, their form tutor or other members of the teaching staff, either orally or in writing, directly or through their elected representatives and office-holders.

Students may communicate their questions, opinions and proposals to the school management, teachers and the teaching staff as a whole, either individually or through their elected representatives and office-holders, verbally or in writing.

In adult education, communication takes place through the distance learning system.

The official channel of communication used by the school is email through an address belonging to the avicenna.hu domain. The school uses this channel to fulfil its information and notification obligations towards parents and students.

C. Internal Communication within the Institution

<u>Cooperation between the School Management and the Teaching Staff</u>

Cooperation between the various groups within the teaching staff is facilitated by the Headteacher and takes place through designated teacher leaders and elected representatives.

The main forums for cooperation include:

- Meetings of the school management.

- Various staff meetings.

- Professional discussions and consultations.

The dates of these meetings and forums are determined by the school's annual work plan.

The school management informs teachers about current tasks and responsibilities through notices displayed on the staffroom noticeboard, as well as through written and electronic communications.

Members of the school management are required to:

- Inform the teachers under their supervision of the decisions and resolutions adopted at school management meetings.

- Communicate the questions, opinions and proposals of the teachers under their supervision to the school management.

Teachers may communicate their questions, opinions and proposals to the Headteacher and the school management, either verbally or in writing, individually or through their line managers or elected representatives.

Cooperation between Professional Subject Groups

The heads of the professional subject groups operating within the school are responsible for ensuring continuous cooperation and communication between these groups.

Before preparing their annual work plans, the heads of the professional subject groups hold joint consultations to coordinate the tasks planned for the academic year, with particular regard to the following areas of professional activity:

- Planned monitoring and assessment activities within the subject groups.

- Demonstration lessons and professional development sessions organised within the school.

- Professional development and training activities organised outside the school.

- Competitions and events organised for students, including academic, cultural and sporting competitions.

At meetings of the school management, the heads of the professional subject groups regularly inform one another about their groups' activities, current responsibilities and the results of internal monitoring and assessment.

D. Relations between the Institution and External Partners

The institution maintains regular contact with the following institutions and organisations:

- The organisation responsible for maintaining the institution.
- The diplomatic missions representing the countries of citizenship of our students, as well as the Immigration Office.
- The competent local municipal authority.
- Professional educational service organisations.
- Child and youth protection organisations.
- School health service providers.
- Cultural and sports organisations.
- Civil society organisations.
- Representatives of religious communities.
- Hungarian and international partner schools.

The procedures governing these relationships are set out in the institution's Organisational and Operational Regulations.

The Head of the Institution is responsible for maintaining these external relationships.

II. EDUCATIONAL PROGRAM

II.1. Pedagogical Principles and Values

The most important pedagogical task of our school is to foster the holistic development of students' personalities, to develop and expand their knowledge, abilities and skills, and to shape the attitudes required for a constructive way of life.

Our educational approach is based on humanistic values. Our activities are founded on the affirmation of life and health and the rejection of forms of behaviour and conduct that endanger them. Our pedagogical philosophy is grounded in the importance of family and friendship, the stability of the rules governing coexistence and moral standards, respect for the culture and traditions of humanity, and the preservation of the historical values of our homeland. We regard the understanding and respect of all these values as essential, and seek to raise awareness of them and deepen students' appreciation of them.

In today's rapidly changing world, it is particularly important for schools to convey stable values and provide a lasting foundation. The challenges of the modern world can only be met through learning. Enriched by everyday experiences, learning can become the most important tool for understanding and shaping one's life. We believe that students should be educated to remain open-minded and develop the ability to empathise with people whose values, social circumstances or lifestyles differ from their own. We also believe that honesty and integrity are essential and that all people must be respected, regardless of their background or origin.

The joint education of Hungarian-speaking and non-Hungarian-speaking students is the defining characteristic of our school's identity. We are particularly proud that, unlike institutions where the sole objective is language learning, we successfully extend our international students' interest and knowledge beyond the Hungarian language to include Hungarian culture, history and society, even though instruction is conducted predominantly in English.

We provide students whose mother tongue is not Hungarian with assistance in:

- overcoming communication difficulties and learning the Hungarian language;
- overcoming difficulties related to social integration, both during and outside lessons.

During class teacher periods, students have the opportunity to learn about the sights and attractions of our country and city. Every year, we organise a cultural festival at which students from different national backgrounds present their cultures, including their poetry, songs, traditional clothing and food. We would like to further develop this initiative and introduce an online international cultural festival that would also involve parents and relatives living abroad in the life of the school.

Acquired knowledge can become outdated quickly. Students must develop a commitment to continuous self-education and professional development, as well as the ability to be mobile and take risks. These qualities require sound self-knowledge, self-confidence, a realistic vision of the future, planning skills and the ability to think in a complex and interconnected way.

We believe that students should be educated to remain open-minded and develop the ability to empathise with people whose values, social circumstances or lifestyles differ from their own. Through our educational programme, students acquire important values, including respect for others.

We strive to ensure that our students understand the meaning of democratic and responsible citizenship and act accordingly in their everyday lives. We familiarise our students with the fundamental principles of democracy. In doing so, we raise their awareness of the fact that everyone in society has both rights and obligations. Our aim is for students, by the time they complete their secondary education and take their school-leaving examinations, to possess the knowledge, skills and attitudes that they can apply and further develop throughout their lives when interacting with others in different communities.

We aim to create a school environment in which:

- students' personalities are respected;
- students are encouraged to organise and manage their own lives;
- personalised support is provided to students.

In the course of education and teaching, we take students' individual abilities into account. We place particular emphasis on ensuring that students are familiar with the requirements expected of them and understand what we expect them to achieve. All our students can rely on the goodwill and support of our teachers, both in their academic work and in resolving personal difficulties.

The most important pedagogical task of our school is the holistic development of students' personalities and the development and expansion of their up-to-date knowledge, abilities and skills.

We consider it important that our students apply independent learning methods in as wide a range of situations and in as many different ways as possible. Through our educational and teaching activities, we aim to prepare young people who:

- can demonstrate through their work and behaviour that they have become humane, ethical, conscientious, honest, disciplined and educated individuals;

- know, respect, protect and preserve the values of nature and the environment, as well as the values and traditions of their homeland and other nations, and the greatest achievements of universal culture;

- are curious and open-minded, regard knowledge as a value, appreciate diligent study and work, and participate actively and independently in the learning process;

- are capable of thinking in terms of relationships and connections, gathering information independently, evaluating and filtering it appropriately, processing it further and using it creatively;

- in addition to their mother tongue, have a high level of proficiency in two other languages and can express their thoughts accurately and clearly, both orally and in writing;

- are familiar with and apply the accepted forms and methods of interpersonal communication, behave politely, cooperate with their peers, and love and respect their parents, teachers and fellow students;

- love their homeland;

- understand and respect opinions that differ from their own;

- have a vision and plans for their future.

Our school wishes to remain actively involved in the life of the district and the capital city. To achieve this, we:

- maintain regular contact with secondary grammar schools in the district and throughout Budapest;

- seek to provide parents and interested residents of our district and capital city with as much information as possible about the life, activities and achievements of our school;

- ensure our representation at various events and competitions;

- maintain relationships with cultural institutions in Budapest, including theatres, museums and other organisations;

- maintain ongoing relationships with Hungarian and international universities, also with a view to ensuring the high-quality operation of our advanced academic programmes.

In adult education, particularly in distance-learning programmes, it is difficult to represent these principles and values. Nevertheless, we strive to ensure that our distance-learning students also

feel part of the everyday life and atmosphere of our institution and become active members of our school community.

II.2. Pedagogical Objectives and Tasks of the Educational and Teaching Activities Conducted at the School

II.2.1. Objectives of the Educational and Teaching Activities

In connection with our school's bilingual educational profile, particular emphasis is placed on language development and cultural learning.

Our most important objectives are:

- To provide students with a foundation of knowledge and skills that enables them to apply what they have learned and act effectively in environments beyond the school itself.

- To develop individuals who value universal human and international principles, take responsibility for their physical and mental health, maintain high standards in their social relationships and follow the principles of constructive life management in their everyday lives.

The development of key competences is of particular importance for success in adult life.

These competences are:

- communication in the mother tongue and in foreign languages;

- mathematical competence;

- competence in science and technology;

- digital competence;

- learning to learn and the ability to learn independently and effectively;

- social and civic competences;

- sense of initiative and entrepreneurship;

- cultural awareness and expression.

All these competences are equally important, as each can contribute to a successful life and career.

Our fundamental tasks are:

- the comprehensive development of students' personalities and the establishment of a solid system of values;
- ensuring smooth social integration in order to enable students to:
    - integrate harmoniously into their environment;
    - use their language and communication skills to exercise their human and civil rights, fulfil their obligations and achieve professional success;
    - express themselves appropriately, both orally and in writing, in a variety of social and professional communication situations;
    - demonstrate appropriate self-discipline, diligence, integrity and a firm system of values;
    - be punctual, organised and polite;
    - develop a strong work ethic and sense of responsibility;
    - express their independent opinions in a civilised and respectful manner and show responsible concern for other people and the environment.

Our aim is to help our graduates gain admission to Hungarian and international universities more easily, continue their studies more successfully and adapt more readily to their new academic and social environments in higher education.

II.2.2. Tasks of the Educational and Teaching Activities

The purpose of the educational and teaching activities carried out at our school is to facilitate the achievement of the objectives listed above. These objectives are supported by the curricular and extracurricular educational activities described in the subsequent chapters of this Educational Programme, as well as by the continuous assessment associated with these activities.

Our teachers endeavour to provide everyone with the conditions necessary for their development. Both during and outside lessons, they create opportunities for students to develop their abilities and talents and, where necessary, overcome disadvantages that existed when they entered the school or arose during their years of study for any reason.

The international environment and the joint education of students with different mother tongues require personalised and differentiated pedagogical approaches.

Class teachers pay particular attention to students who are at risk or disadvantaged for any reason and, to the extent possible, help identify and eliminate the underlying causes. Special emphasis is placed on discussing issues related to a healthy lifestyle, including drugs, smoking and alcohol consumption.

We participate in all programmes that help the school and its students understand, promote and maintain a healthy lifestyle. We ensure that our students receive regular medical examinations and preventive dental care.

We also provide students with opportunities to continue their studies for shorter or longer periods at our partner schools in other European countries. This opportunity supports their further development and provides them with valuable new experiences.

II.2.2.1. Duties of Teachers at the Institution

- Teachers carry out their educational and teaching activities in a planned and systematic manner, in accordance with the common principles adopted by the teaching staff and using effective methods. As members of the teaching staff, they are required to attend staff meetings and consultations and contribute to collective decision-making by expressing their professional opinions.

- In accordance with the Educational Programme, teachers expand students' knowledge by providing objective information and develop their individual abilities through varied and engaging lessons and activities.

- At the beginning of each academic year, teachers prepare a teaching plan based on the curriculum requirements and the assessment results from the previous year. They use this plan to conduct lessons and other educational activities in a well-prepared, professional and accurate manner.

- Teachers are required to arrive at school 15 minutes before their lessons. If they are unable to attend, they must follow the procedures set out in the Organisational and Operational Regulations (SZMSZ) and provide their teaching plan to ensure appropriate professional cover.

- Teachers use visual and educational aids, including interactive whiteboards and AI-supported tools. Knowledge must be conveyed by building on students' experiences,

stimulating their interest and motivation, using language appropriate to their age and continuously developing their abilities.

- Teachers announce the dates and topics of tests and end-of-unit assessments at least one week in advance and coordinate them with their colleagues to avoid overburdening the class. Where possible, students should not be required to sit more than two tests or end-of-unit assessments per day.

- Teachers regularly check written homework and students' performance, maintain an appropriate balance between written and oral assessment, and provide objective assessments with appropriate explanations.

- Teachers are responsible for safeguarding students' physical well-being and moral integrity and for protecting their rights and human dignity. They educate, develop and guide young people in accordance with their pedagogical values, bearing in mind that their personality, manners, tone of voice, conduct and professional discipline serve as examples for students.

- Teachers responsibly carry out the supervision duties assigned to them during breaks, provide cover when instructed by the management and perform various other duties and responsibilities assigned to them.

- Teachers cooperate closely with class teachers and other teachers working with the same classes.

- Teachers maintain the electronic school register accurately and on a daily basis, entering grades and absences and preparing examination records and minutes.

- During working hours, teachers respond to their work-related emails on a daily basis and use the available communication channels.

- Teachers take an active role in organising and implementing ceremonies, competitions, school events and leisure activities. They prepare students for traditional school events and celebrations and assist in organising and implementing various leisure programmes, excursions and camps.

- Teachers attend institutional events and provide supervision as assigned. At all events, they promote polite and appropriate behaviour and, during formal ceremonies, ensure that students are dressed appropriately in accordance with the School Rules and that order and cleanliness are maintained.

- Teachers are required to continuously improve their subject-specific and pedagogical expertise, familiarise themselves with new scientific developments and keep up to date with subject-specific teaching methodologies. They report on their professional

development activities and deliver presentations. They actively participate in open days, conduct demonstration lessons and undertake documented classroom observations.

- During lessons, teachers provide practice activities that optimally support differentiated instruction and individual development. They organise additional support for students who learn at a slower pace and take individual disadvantages, learning difficulties and cultural differences into account.

- Teachers develop the talents of students who demonstrate outstanding performance in their subjects through self-study groups, extracurricular subject clubs, academic competitions and other activities. They prepare students for and accompany them to academic and cultural competitions, quizzes, sporting events and educational excursions.

- Teachers observe professional discipline and comply with all applicable legislation and institutional regulations, carry out instructions issued by the principal and deputy principals, and perform other teaching-related duties professionally.

- Teachers participate in organising classification examinations, entrance examinations, school-leaving examinations and other examinations. On non-teaching working days, they perform work as required and instructed by the school management.

- Teachers complete all tasks assigned by the principal or deputy principal by the specified deadlines and to the required standard of quality.

The duties of teachers in secondary education and adult education also include specific responsibilities:

- acquiring the IT skills required for digital education;

- delivering digital learning materials to students to a high professional standard;

- preparing an appropriate number and quality of practice and assessment tasks;

- providing students with continuous opportunities for consultation.

II.2.2.2. Content of Class Teacher Duties and Responsibilities

- The class teacher directs and organises the school life of the student community entrusted to their care, exerts a significant educational influence and addresses the individual concerns of the young people assigned to them. In order to implement a consistent system of values, the class teacher coordinates the educational and developmental activities of teachers, and monitors the pedagogical work carried out in the class.

- The class teacher gains a thorough and comprehensive understanding of the students in their class, including their personality traits, family and social circumstances, parental expectations and academic ambitions. They assess the sociometric characteristics of the class community and identify its internal system of values.

- Based on the Educational Programme, the class teacher plans their educational work and the individual, differentiated development of students' personalities in the class teacher's annual teaching plan.

- The class teacher prepares thoroughly for class teacher periods and adapts the planned activities flexibly, taking students' interests and level of participation into account.

- The class teacher creates opportunities for students to practise democratic participation in public and community life and encourages the sharing of responsibilities. They support the initiatives and representation of the student council.

- The class teacher fosters the development of realistic self-assessment and uses age-appropriate situations to encourage independence and initiative. By appointing students to specific responsibilities and holding them accountable, the class teacher ensures that classroom furniture and equipment are preserved and that order and cleanliness are maintained.

- The class teacher ensures that students receive social support and cooperates with colleagues specialising in child protection and welfare. They support students in making personalised and successful career choices.

- The class teacher coordinates family and school education and cooperates with parents in the interests of the student. They inform parents about the student's behaviour, academic performance, individual development and any problems that arise, as well as commendations and disciplinary measures.

- The class teacher cooperates with teachers working in the class, attends their lessons and activities and discusses observations with the teachers concerned.

- The class teacher provides advice on effective learning methods and the development of appropriate time-management skills.

- Each month, the class teacher reviews students' academic progress, behaviour and diligence together with the class.

- The class teacher organises parent meetings and consultation hours in accordance with the annual work plan. They present the Educational Programme, the School Rules and their educational objectives, and arrange for a parent to participate in the Parents' Council.

- The class teacher represents the interests of the class before the teaching staff, assesses students' behaviour and diligence and makes recommendations to the class assessment conference.

- The class teacher completes all administrative duties accurately and on time and is responsible for maintaining the class register, student records, certificates and other documentation correctly and up to date, as well as for submitting accurate statistical data by the relevant deadlines.

- The class teacher records student absences accurately on a daily basis, monitors the submission of absence certificates, immediately reports exceptional cases to the head of the institution and investigates the actual reasons for absences.

II.2.3. Institutional Procedures for Educational Activities Concerning Students Requiring Special Attention

Under the relevant legislation, students requiring special attention include students requiring special educational treatment (students with special educational needs; students experiencing difficulties with integration, learning or behaviour; and exceptionally talented students), as well as disadvantaged and multiply disadvantaged children.

Whenever a situation of this kind arises during a student's studies, it must be identified. The class teacher and subject teachers are responsible for notifying the principal, who will ensure that the appropriate Educational Guidance Services and relevant official authorities are informed and that cooperation with them is established.

Our institution is currently unable to admit students with special educational needs (SEN). However, as soon as the school's infrastructure is expanded in the future, we intend to extend the scope of activities covered by our operating licence accordingly.

The educational process is both unified and differentiated: it provides differentiated instruction that takes individual characteristics into account and develops students' abilities and talents on the basis of an understanding of their individual needs.

Talent Identification, Talent Development and Support

Our school's objective is to provide effective, differentiated development for talented students identified through a conscious and systematic talent identification process.

In developing our talent support strategy, we have taken into account the models of Renzulli, Monks and Czeizel, which describe the components of talent, as well as Gardner's Multiple Intelligences Theory (linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal and naturalistic intelligence). In our talent development activities, we also endeavour to take into account what Czeizel refers to as the so-called fate factors.

As we admit one class per year group in a progressively expanding system, we use two of the most effective organisational forms of talent development: elective courses and individual or group talent development programmes organised through our advanced academic programmes. These may take place during or outside regular lessons, including in the afternoons, at weekends and during school holidays.

As part of our programme to support students' further education, we intend to initiate cooperation with the Ödön Kerpel-Fronius Talent Support Programme and the Talent Support Council of Semmelweis University.

(The Senate of Semmelweis University established the talent support programme in 2007, naming it after the university's former professor, Ödön Kerpel-Fronius. Its purpose is to identify and continuously support talented university students before, during and after their university studies.)

II.2.4. Education of Students Whose Mother Tongue Is Not Hungarian

The number of students whose mother tongue is not Hungarian has been increasing at our school year by year.

Where their level of Hungarian language proficiency justifies it, these students are exempted from attending Hungarian language and literature classes. Instead, they attend Hungarian as a Foreign Language lessons, where, in addition to acquiring the Hungarian language and literature curriculum, particular emphasis is placed on developing their Hungarian language skills.

At the end of each academic year, these students take classification examinations covering the requirements of Hungarian language and literature. When preparing the examination tasks, subject teachers take the students' level of Hungarian language proficiency into account. In this way, students fulfil the requirements of these subjects.

Students who are not Hungarian citizens may take the school-leaving examination in Hungarian as a Foreign Language after completing Year 12.

Students studying Hungarian as a Foreign Language take a placement and proficiency assessment at the end of Year 11. Progression to the next year group requires achievement of at least A2 level, in accordance with the recommendations issued by the European Commission. In line with this requirement, students transferring from another school into Year 12 must demonstrate at least A2-level proficiency in Hungarian as an admission requirement.

Through these measures, we aim to help students achieve the highest possible level of language proficiency, enabling them to participate successfully in subjects taught in Hungarian as soon as possible. For students in their final year, we also aim to provide additional opportunities and time to prepare successfully for the school-leaving examination in Hungarian as a Foreign Language.

Students who join our school in higher year groups without any knowledge of Hungarian are also provided with assistance through extracurricular activities, enabling them to acquire the level of Hungarian language proficiency required to participate in lessons taught in Hungarian as soon as possible.

These procedures have significantly supported the academic progress of our students whose mother tongue is not Hungarian. Building on several years of professional experience, we intend to further develop our language teaching system in the future so that every student can attend classes appropriate to their individual language proficiency level, regardless of their year group.

Our distance-learning programme, introduced within the framework of adult education, is also recommended to students whose mother tongue is not Hungarian and who are at least 16 years old and, due to their particular circumstances, do not wish or are unable to continue their studies through daily attendance at a traditional school.

II.2.5. Specific Objectives and Tasks Related to Individual Year Groups

Our school provides secondary grammar school education in accordance with the requirements of the National Core Curriculum (NAT) and the guidelines for bilingual education. We also provide adult education through distance learning.

Students who have reached the age of 16 have the right to choose between classroom-based education in the full-time school system and completing their studies through distance learning within the adult education system.

If a student wishes to change their mode of study during their education, this may be permitted with the principal's approval and, where necessary, subject to passing the required differential examinations.

Taking the above into account, each student's personal file also contains the following documents:

- enrolment form;
- documents relating to class placement (application and admission decision);
- tuition fee contributions and related financial arrangements, including bursaries and scholarships;
- records of the subjects studied and examinations completed during the academic year;
- differential examinations.

Year 9 Preparatory Bilingual Programme (9/Kny)

Students admitted to this year group must have successfully completed Year 8 in Hungary or abroad. This year group prepares students for further study within the bilingual education programme.

Our school assesses the general knowledge acquired by admitted students during their previous primary education using both quantitative and qualitative methods. The purpose is to identify gaps in their knowledge and skills so that the teaching staff can address these effectively during the educational process.

The teaching of Hungarian, Hungarian as a Foreign Language and English constitutes a substantial part of the curriculum for this year group.

Knowledge of languages facilitates access to employment, strengthens citizens' competitiveness in the labour market and enables them to benefit from the various social and cultural opportunities arising from freedom of movement. Knowledge of other languages encourages people to become more open to other cultures and ways of thinking. Every language acquired creates an opportunity for greater mutual understanding and appreciation.

Objectives for Year 9/Kny

Our aim is to provide students with an appropriate foundation enabling them to begin studying subjects taught in a foreign language.

The objective is to bring together students who have followed different educational pathways in different schools and establish a common academic level.

The school recognises that differences among students in this year group may extend beyond their levels of language proficiency. Students following curricula in different countries, which often differ considerably from one another, may find themselves in a situation where they must adapt to Hungary's National Core Curriculum through no fault of their own.

Compensating for the disadvantages arising from these differences is a priority. Equally important is making use of situations in which a student is more advanced in a particular subject, has greater knowledge in a specific area or possesses knowledge that goes beyond the requirements of the Hungarian curriculum. This approach provides a stronger foundation for subsequent studies.

The language preparatory year is also an important period for socialisation. Bringing newly admitted students together in a single class creates what may be described as an initially formed or imposed community. The first year is a crucial stage in developing this group into a genuine community. This process can be challenging even in schools where students share a similar mother tongue and relatively similar cultural backgrounds.

Addressing any potential migration-related trauma experienced by students is also a priority. At our school, identifying difficulties is the starting point for providing services that can achieve results in accordance with the institution's stated objectives.

Years 9–11

During these three year groups, the teaching of Hungarian and English continues to play a central role in our curriculum.

In addition, we teach science and social science subjects in English, ensuring that students acquire the required knowledge in the target language.

Alongside the development of fundamental skills, the primary task is to teach students how to use the material they have learned in new ways and apply it in practical situations.

Year 12

In this year group, students prepare for the school-leaving examination concluding their secondary education, international examinations and the examinations required for university admission.

As part of their preparation for higher education, we continuously assess students' performance, competences and readiness and ability to pursue independent studies at university level throughout their years at our grammar school. This enables us to identify and address any deficiencies while students are still completing their studies.

II.2.6. Tools and Methods Used in Educational and Teaching Activities

II.2.6.1. General Procedures

The achievement of our educational objectives is supported by the personality development procedures and educational methods applied by the school. Teachers select the methods they consider appropriate at their professional discretion, depending on the educational situations they encounter.

Before applying these methods, we analyse and select them in accordance with the national, ethnic and cultural composition and characteristics of our students.

We also take into account the fact that an obstacle to successful education may be a student's currently low level of proficiency in the language concerned, which may be temporary and situation-dependent.

Our educational methods can be divided into two main categories:

- **Direct methods:** methods whose educational influence is exerted directly on students through personal interaction.

- **Indirect methods:** methods in which the educational influence is exerted indirectly through the student community.

Cooperative Learning and Teaching

At our institution, particular importance is attached to placing students' activities, independence, initiative, problem-solving abilities and creativity at the centre of the learning process.

II.2.6.2. Project-Oriented Learning Model – POLE (Project Oriented Learning Experience)

One of the defining elements of our institution's pedagogical methodology is the Project Oriented Learning Experience (POLE), a project-oriented learning model developed within the framework of the Avicenna Intelligent Modular Education System (AIMES).

In addition to traditional knowledge transmission, POLE places greater emphasis on students' active participation, independent acquisition of knowledge, research activities and the practical application of acquired knowledge.

POLE is a specific learning organisation and pedagogical method applied in designated subjects at our institution. It fulfils the requirements of the National Core Curriculum and the relevant framework curricula for the given year group through a project-based learning process.

Project-oriented education does not mean reducing or omitting subject-specific requirements. Rather, it provides an alternative methodological approach to acquiring, deepening and applying the knowledge and skills required by the curriculum.

Within the POLE framework, students work on project assignments that are aligned with their individual interests, abilities and further education objectives, while remaining connected to the curricular requirements of the relevant subject and year group.

Projects may be completed individually, in pairs or in groups and may also provide opportunities to integrate knowledge and content from several different subjects.

Fundamental Principles of the POLE Pedagogical Model

- **Problem-centred and experiential learning:** Students investigate problems related to real-life situations and social, cultural, scientific or technological issues. In addressing these problems, they apply and deepen their subject-specific knowledge.

- **Independent learning and research:** Project assignments provide opportunities to develop information-gathering skills, source criticism, analytical thinking, drawing conclusions and independent problem-solving.

- **Interdisciplinary and transdisciplinary approach:** Projects encourage students to recognise connections between different subjects, integrate acquired knowledge and apply it in practical situations.

- **Competence development:** The learning process places particular emphasis on developing critical thinking, creativity, communication, cooperation, digital competences and self-regulated learning.

- **Differentiation and individual learning pathways:** Project assignments enable students to process curricular content in accordance with their individual interests, abilities and learning characteristics.

Ensuring the Fulfilment of Framework Curriculum Requirements

Project-oriented education implemented within the POLE system is based on the framework curriculum requirements applicable to the relevant subject and year group.

At the beginning of the academic year, teachers prepare subject-specific teaching plans that specify in detail which framework curriculum topics, learning content and development requirements are covered by each project assignment.

The teaching plans clearly distinguish between the learning content directly addressed through project work and those framework curriculum requirements that are not, or are only partially, covered by the selected projects.

The institution ensures that the latter requirements are acquired through supplementary teacher consultations, targeted learning assignments, independent or guided processing of learning materials and, where necessary, specially organised sessions.

Teachers are responsible for continuously monitoring and documenting whether students have fulfilled all relevant framework curriculum requirements prescribed for their year group, regardless of whether the knowledge and skills have been acquired through project work or supplementary learning activities.

Project-oriented education must therefore never result in the omission of compulsory curricular content. POLE represents a differentiated, practice-oriented and competence-development-focused pedagogical approach to fulfilling framework curriculum requirements.

The Role of the Teacher in Project-Oriented Education

Within the POLE system, the teacher's traditional role as a provider of knowledge is complemented by mentoring, learning organisation and student support responsibilities.

Teachers are responsible for ensuring that the selected project topics are consistent with the curricular requirements of the relevant subject and year group and that they provide opportunities to acquire the necessary knowledge and competences.

During project implementation, students participate in regular teacher consultations. These provide opportunities for professional guidance, joint resolution of emerging problems, monitoring progress and providing continuous feedback.

Throughout the project, teachers monitor students' individual development, support independent work and provide differentiated assistance whenever necessary.

Organisation and Settings of the Learning Process

Within the POLE system, learning is not limited to traditional classroom activities.

In addition to school-based consultations and group sessions, students may undertake independent research, digital learning activities, practical assignments and learning activities outside the school as part of their projects.

Extracurricular learning activities may include, in particular, visits to museums and institutions, cultural programmes, fieldwork, professional events, academic competitions, international cooperation activities and learning opportunities provided through Erasmus+ mobility programmes.

POLE also provides opportunities to incorporate and process, within individual subjects, experiences gained through the institution's Cultural–Social–Pastoral (CSP) programme. This facilitates the integration of formal education, community activities and experiential learning.

Selection and Modification of Project Topics

At the beginning of the academic year, by the deadline specified by the institution, students select their project topics from a list of topics prepared in advance and related to the relevant subject and year group.

Students may also propose their own project topics, provided that these meet the subject-specific and framework curriculum requirements and receive approval from the supervising teacher.

An approved project topic may be changed no more than once per academic year, in particularly justified circumstances and subject to the prior approval of the supervising teacher.

Requests for modification must be submitted in writing and accompanied by an appropriate professional justification.

The final deadline for changing a project topic is 15 December.

After this date, students may not select a new project topic. Any difficulties that arise must be addressed by modifying the content or implementation method of the existing project with the support of a mentor.

The modified project topic must continue to ensure that the relevant framework curriculum requirements for the given subject and year group are fulfilled.

Student Activities and Learning Outcomes

During the project-oriented learning process, students prepare a research plan related to their chosen topic, gather information, complete practical or theoretical assignments and document the progress of their work.

The learning process may result in various products, including research papers, studies, digital applications, presentations, audiovisual works, artistic creations, models and practical demonstrations.

An important element of project work is student self-reflection, through which students evaluate their own development, the difficulties encountered, the problem-solving strategies applied and the competences acquired.

The documentation of the learning process is supported by the Project Development Logbook (PDL) used by the institution.

Within the POLE system, student performance is assessed not exclusively on the basis of the completed final product, but throughout the entire learning process.

Assessment takes into account students' continuous work, professional development, the quality of the product created, the application of acquired knowledge, as well as the presentation and defence of their results.

The range of subjects taught within the POLE system, the methods used to fulfil curricular requirements, the detailed organisational rules governing project work and the procedures for assessing student performance are defined in the institution's local curriculum.

II.2.7. Requirements for Examinations During Studies by Subject and Year Group, and Requirements for Entrance Examinations

I. Rules Governing Examinations During Studies

The following examinations are held at our grammar school:

A) Classification examination
B) Differential examination
C) Make-up examination
D) Resit examination
E) Subject examination
F) Mock school-leaving examination
G) Hungarian as a Foreign Language proficiency examination
H) English language proficiency examination

A) Classification Examination

A classification examination is an examination designed to assess a student's knowledge of the requirements of a particular subject for one academic year.

A classification examination resulting in the completion of the academic year must be held within the academic year concerned.

Students are required to take a classification examination in order to determine their mid-year or end-of-year grade if:

- they have studied under an individual study schedule;
- they have been exempted from attending lessons;
- they are able to fulfil the academic requirements of one or more subjects in a shorter period than prescribed (this type of examination may not be repeated within the same academic year);
- their total number of justified and unjustified absences in one academic year exceeds 250 lesson periods, in which case the teaching staff may decide that they must take a classification examination;
- their total number of justified and unjustified absences in a particular subject exceeds 30% of the lessons held in that subject, in which case the teaching staff may decide that they must take a classification examination;

- they do not have the minimum number of grades required for a semester (three grades for subjects taught once a week; for subjects with a higher weekly number of lessons, the minimum number is the weekly number of lessons plus one);

- they wish to take an early school-leaving examination.

The end-of-year grade is determined on the basis of classification examinations as follows:

Where a classification examination is a prerequisite for taking an early school-leaving examination:

- If the student takes an examination covering the curriculum of a year group for which they have also received grades during the academic year, the examination grade and the grades obtained during the year are combined using a weighting of 30% and 70%, respectively (30% for the classification examination and 70% for the grades obtained during the academic year) to determine the final end-of-year grade.

- If the student takes an examination covering the curriculum of a year group for which they have not received any grades during the academic year, the grade obtained in the classification examination becomes the end-of-year grade.

If a classification examination is held for any other reason, the grade obtained in the examination constitutes the mid-year or end-of-year grade, as applicable.

The examination committee may consist of a maximum of two members. In every type of examination, two members must be subject teachers of the relevant subject. The principal appoints the examining teachers and members of the examination committee and informs those concerned of their appointment at least one week before the examination.

Classification examinations are organised in accordance with the applicable legal requirements.

If a classification examination is intended to establish a mid-year or end-of-year grade, students must be notified of the examinable material and the examination formats no later than 30 days before the examination date.

The grammar school organises examinations:

- In the case of classification examinations requested as a prerequisite for early school-leaving examinations: a) for examinations held in May–June, during April; b) for examinations held in October–November, during September.

- In all other cases, within the 30-day period preceding the end of the semester or academic year.

B) Differential Examination

A student is required to take a differential examination if their student status is established through transfer from another school or another type of educational institution and they do not have the necessary grades in one or more subjects included in our school's educational programme.

Based on the school reports submitted, the principal determines the subjects in which the student must take differential examinations. These examinations are conducted in the format determined by the relevant subject teachers and before an examination committee.

A differential examination is also required if the student studied a subject or subjects included in our educational programme at their previous school, but followed a different curriculum.

In such cases, the student is required to take an examination only in those topics that were not covered at the previous institution or institutions.

Based on the submitted school reports, the principal determines the subjects in which the student must take examinations. These are conducted in the format determined by the relevant subject teachers and before an examination committee.

Students may take differential examinations during the academic year. The school management designates one examination period per semester and, where necessary, two examination periods during the second semester.

Successfully passing all prescribed differential examinations is a prerequisite for progression to the next year group.

Consequently, if a student fails any of the prescribed differential examinations, they have not fulfilled the requirements of the academic year and may begin the following academic year only in the year group corresponding to the subject in which they failed the differential examination.

If a student transferring from another institution does not meet the language proficiency level required for the intended year group, they may continue their studies in the language preparatory class. During the preparatory year, they may take the differential examinations required for admission to the intended year group.

C) Make-up Examination

A student may take a make-up examination if they are unable to attend an examination, arrive late or leave an examination before completing it, with permission, for reasons beyond their control.

Reasons beyond the student's control include any event or circumstance preventing participation in the examination that cannot be attributed to the student's intentional or negligent conduct.

The student may submit a written request for permission to take a make-up examination to the principal, who may authorise it if the reason is sufficiently justified.

The make-up examination period is 21–31 August.

D) Resit Examination

A student may take a resit examination:

- if they receive a failing grade in no more than three subjects at the end of the academic year;
- if they arrive late, fail to attend or leave a classification or differential examination without permission for reasons attributable to them;
- if they fail no more than three subjects in a classification or differential examination.

A student may take resit examinations in a maximum of three subjects in cases of failure within the same examination category.

Resit examinations are assessed on a five-point grading scale. In the case of a complex examination, both the written and oral components contribute to the final grade.

A student may receive at least a pass grade only if they achieve a minimum performance of 12% in both examination components.

The percentage thresholds used to determine grades are the same as those applied in the standard-level school-leaving examination.

- 80–100%: Excellent (5)
- 60–79%: Good (4)
- 40–59%: Satisfactory (3)
- 25–39%: Pass (2)
- 0–24%: Fail (1)

E) End-of-Year Subject Examinations

It is part of our school's tradition that students regularly demonstrate their knowledge through end-of-year examinations.

On the one hand, these examinations provide a good opportunity to revise, summarise and deepen the knowledge acquired throughout the academic year. On the other hand, as a means of preparing students for higher education, they help students develop appropriate examination skills and experience.

Subject examinations may take the form of written, oral, complex (written and oral) or project-based examinations.

The grade obtained in a subject examination contributes 250% to the end-of-year grade.

End-of-year subject examinations are assessed according to a different scale from other examinations:

- 90–100%: Excellent (5)
- 80–89%: Good (4)
- 70–79%: Satisfactory (3)
- 60–69%: Pass (2)
- 0–59%: Fail (1)

Passing the subject examination is a prerequisite for progression to the next year group. If a student is unable to attend the examination, they may complete it at a designated alternative date.

The System of Subject Examinations

Key:
- w: written examination
- o: oral examination
- w+o: combined written and oral examination
- c: project examination
- p: for students attending elective classes

Subject	Year 9/Kny	Year 9	Year 10	Year 11	Year 12
Hungarian Language and Literature / Hungarian as a Foreign Language	End-of-year test	w+o examination	End-of-year test; w+o examination / B1 Hungarian as a Foreign Language proficiency examination	Mock school-leaving examination	—
English (target language)	B1 proficiency examination	End-of-year test	B2 proficiency examination	End-of-year test; classification examination and mock school-	Mock school-leaving examination

Subject	Year 9/Kny	Year 9	Year 10	Year 11	Year 12
				leaving examination if required	
Second Foreign Language	—	End-of-year test	End-of-year test	End-of-year test	Mock school-leaving examination if selected as the fifth school-leaving examination subject
Mathematics	—	w	w	w	Mock school-leaving examination
History, Social and Civic Studies	—	End-of-year test	w	o	Mock school-leaving examination
Biology	—	End-of-year test	w	—	Mock school-leaving examination if selected as the fifth examination subject
Physics	—	End-of-year test	w	—	Mock school-leaving examination if selected as the fifth examination subject
Chemistry	—	End-of-year test	w	—	Mock school-leaving examination if selected as the fifth examination subject
Target Language Civilisation	—	End-of-year test or c	End-of-year test or c	End-of-year test or c	Mock school-leaving examination if selected as the fifth examination subject

F) Mock School-Leaving Examination

The mock school-leaving examination is organised in the second semester of Year 12, during February–March.

Its purpose is to assess students' level of preparation for the school-leaving examination and to give them the opportunity to practise examination situations and familiarise themselves with the formats of the actual school-leaving examination.

The subjects included in the mock examination are Hungarian Language and Literature / Hungarian as a Foreign Language, History, Mathematics and English (provided that the student has not already taken an early advanced-level school-leaving examination in English by the end of Year 12), as well as the optional subject if the student studies it in Year 12.

The formats of the mock examinations correspond to those of the regular school-leaving examinations, with the exception of English as the target language.

The examination requirements are determined by the relevant subject teachers, who are also responsible for informing students about them.

The mock examination grade contributes 250% to the end-of-year grade.

The mock school-leaving examination is assessed using the same percentage thresholds as the regular school-leaving examination.

G) Hungarian as a Foreign Language Proficiency Examination

Students attending Hungarian as a Foreign Language lessons are required to take a Hungarian as a Foreign Language proficiency examination at the end of Year 11. Successfully passing this examination is a prerequisite for progression to the next year group.

Students may continue their studies in Year 12 only if they achieve a result corresponding to at least A2 level in the Hungarian as a Foreign Language proficiency examination.

The examination committee must consist of at least two subject teachers appointed by the principal.

The examination is assessed according to the following scale:

- 90–100%: Excellent (5)
- 80–89%: Good (4)
- 70–79%: Satisfactory (3)
- 60–69%: Pass (2)
- 0–59%: Fail (1)

The Hungarian as a Foreign Language proficiency examination and the grade obtained are recorded in the school report as a separate subject.

H) English Language Proficiency Examination

Students are required to take an English target-language proficiency examination at the end of Year 9/Kny. Successfully passing this examination is a prerequisite for progression to the next year group.

Students may continue their studies in Year 9 only if they achieve a result corresponding to at least B1 level in the English proficiency examination.

The examination committee must consist of at least two subject teachers appointed by the principal.

The English proficiency examination is assessed according to the following scale:

- 90–100%: Excellent (5)
- 80–89%: Good (4)
- 70–79%: Satisfactory (3)
- 60–69%: Pass (2)
- 0–59%: Fail (1)

The English proficiency examination and the grade obtained are recorded in the school report as a separate subject.

Organisation, Formats and Assessment of Examinations During Studies

Differential Examinations

Students and their parents or legal guardians must receive all information concerning the prescribed differential examinations no later than 30 days after submission of the documents required by law and at least 30 days before the beginning of the next examination period.

The requirements for differential examinations are compiled by the subject departments on the basis of the school's local curriculum and made available to students.

The members of the examination committees for differential examinations are appointed by the principal.

For compulsory and potential school-leaving examination subjects, the differential examination covering the curriculum of one subject for one academic year consists of two examination components: a 60-minute written examination and an oral examination.

The written examination covers the entire curriculum.

During the oral examination, students are examined on topics provided to them in advance. They must be given at least 30 minutes of preparation time and may speak for a maximum of 15 minutes.

Foreign language examinations differ in this respect, as no preparation time is provided.

The subjects concerned are: Hungarian Language and Literature, History, Mathematics, Physics, Biology, Chemistry, Digital Culture, English Target Language Civilisation, Natural Science, Drama and Theatre, and Civic Studies.

For the following subjects, differential examinations must take the form of a project or practical examination: Physical Education, Music, Visual Culture, Geography, Digital Culture, Drama and Theatre, and Target Language Civilisation.

Furthermore, with the approval of the principal and the maintainer of the institution, permission may be requested to complete examinations in other subjects through project-based assessment.

Students and their parents or legal guardians must be informed of the exact location and time of the examinations at least two weeks in advance.

A student may take a maximum of three oral differential examinations on any one day.

At least 15 minutes of break time must be provided between examinations in different subjects.

Differential examinations are assessed on a five-point grading scale. In the case of complex examinations, both the written and oral components contribute to the final grade.

Assessment follows the same percentage thresholds as the standard-level school-leaving examination:

- 80–100%: Excellent (5)
- 60–79%: Good (4)
- 40–59%: Satisfactory (3)
- 25–39%: Pass (2)
- 0–24%: Fail (1)

Classification Examinations

Students and their parents or legal guardians must receive all information concerning the classification examination or examinations prescribed for the student 30 days before the examination begins.

The requirements for classification examinations are compiled by the subject departments on the basis of the school's local curriculum.

The members of the examination committees for classification examinations are appointed by the principal.

Students and their parents or legal guardians must be informed of the exact location and time of the examinations at least two weeks before the examination.

Resit Examinations

Students and their parents or legal guardians must receive all information concerning the resit examination or examinations prescribed for the student at the end of the academic year, at the same time as the end-of-year results are communicated.

Students and their parents or legal guardians must be informed of the exact location and time of the examinations at least two weeks before the examination.

The members of the examination committees are appointed by the principal.

Resit examinations are assessed on a five-point grading scale. In the case of complex examinations, both the written and oral components contribute to the final grade.

Assessment follows the same percentage thresholds as the standard-level school-leaving examination:

- 80–100%: Excellent (5)
- 60–79%: Good (4)
- 40–59%: Satisfactory (3)
- 25–39%: Pass (2)
- 0–24%: Fail (1)

Examination Requirements for Individual Subjects

English as the Target Language (Years 9/Kny–12)

Proficiency Examination

Students are required to take an English target-language proficiency examination at the end of Year 9/Kny. Successfully passing this examination is a prerequisite for progression to the next year group.

Students may continue their studies in Year 9 only if they achieve a result corresponding to at least B1 level in the English proficiency examination.

The proficiency examination consists of the following components:

Written:

- Use of English;
- Reading comprehension;
- Listening comprehension;
- Writing.

Oral:

- Conversation on a given topic;
- A situational task;
- An individual presentation based on one or more pictures.

Students receive a grade for the proficiency examination, which is recorded in the school report as a separate subject.

Classification Examinations, Differential Examinations and Resit Examinations

Written:

- Use of English;
- Reading comprehension;
- Listening comprehension;
- Writing.

Oral:

- Individual presentation based on one or more pictures;
- Conversation on a given topic;
- A situational task.

The required language levels are:

- Year 9/Kny: B1
- Year 9: B2
- Year 10: B2 (full level)
- Year 11: B2+
- Year 12: C1

Examination assessment: five-point grading scale.

Subject Examinations

Written:

- Use of English;
- Reading comprehension;
- Listening comprehension;
- Writing.

Oral:

- Individual presentation based on one or more pictures;
- Conversation on a given topic;
- A situational task.

Required language levels:

- Year 9: B2
- Year 10: B2 (full level)
- Year 11: B2+

Mock School-Leaving Examination

In Year 12, only students who have not already taken the advanced-level English school-leaving examination early are required to take the mock examination.

Written:

- Use of English;
- Reading comprehension;
- Listening comprehension;
- Writing.

Oral:

- Individual presentation based on one or more pictures;
- Conversation on a given topic;
- A situational task.

Literature (Years 9–12)

All examinations in Literature, including differential, classification, resit and subject examinations, consist of both written and oral components and are therefore considered complex examinations.

Written Examination

In the case of differential, classification and resit examinations, the Literature examination consists of a 60-minute test containing theoretical questions, reading comprehension tasks and written composition assignments.

The Literature subject examination consists of a 45-minute reading comprehension test and a separate 60-minute test.

The spelling, stylistic features and text-editing techniques used in the written work are assessed as part of the written component of the Hungarian Language subject.

Oral Examination

The oral component of the Literature examination is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

The subject examination is assessed according to the following scale:

- 85–100%: Excellent (5)
- 75–84%: Good (4)
- 61–74%: Satisfactory (3)
- 50–60%: Pass (2)
- 0–49%: Fail (1)

Hungarian Language (Years 9–12)

Examinations in Hungarian Language, including differential, classification, resit and subject examinations, consist exclusively of an oral component.

However, if the student also takes an examination in Literature, the spelling, stylistic features and text-editing techniques used in the written work are considered part of the written component of the Hungarian Language subject.

Oral Examination

All oral examination components in Hungarian Language are based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

The subject examination is assessed according to the following scale:

- 85–100%: Excellent (5)
- 75–84%: Good (4)
- 61–74%: Satisfactory (3)
- 50–60%: Pass (2)
- 0–49%: Fail (1)

Hungarian as a Foreign Language

All examinations in Hungarian as a Foreign Language, including differential, classification, resit and subject examinations, as well as the language proficiency examination, consist of both written and oral components and are therefore considered complex examinations.

Written examination: a test paper consisting of the following components:

- Use of Hungarian;
- Reading comprehension;
- Listening comprehension;
- Writing.

Oral examination: based on a list of topics covering the requirements for the relevant year group.

The Hungarian as a Foreign Language proficiency examination is assessed according to the following scale:

- 90–100%: Excellent (5)
- 80–89%: Good (4)
- 70–79%: Satisfactory (3)
- 60–69%: Pass (2)
- 0–59%: Fail (1)

Second Foreign Language

All examinations in the Second Foreign Language subject, including differential, classification, resit and subject examinations, consist of both written and oral components and are therefore considered complex examinations.

Written Examination

Every written examination in the Second Foreign Language subject consists of a 60-minute test paper.

Oral Examination

Every oral examination component in the Second Foreign Language subject is based on a list of topics compiled from the curriculum of the academic year concerned.

Students speak on their assigned topic for 15 minutes without preparation time.

The final grade for the subject examination is determined by the combined results of the written and oral examinations.

If the average grade for the complex examination is 1.5, the examination is considered failed.

The subject examination is assessed according to the following scale:

- 85–100%: Excellent (5)
- 75–84%: Good (4)
- 61–74%: Satisfactory (3)
- 50–60%: Pass (2)
- 0–49%: Fail (1)

Chemistry

Examinations in Chemistry, including differential, classification, resit and subject examinations, consist of a written test paper.

In the science specialisation programme, the subject examination is supplemented by a project assignment, which students complete during the second semester of the relevant year group.

Written Examination

Differential, classification, resit and subject examinations in Chemistry consist of a 60-minute test paper.

In addition to multiple-choice and other test questions relating to theoretical material, the paper includes reading comprehension tasks, problem-solving exercises and basic calculation problems.

The written examination lasts 60 minutes.

During the examination, students may use a calculator, a formula booklet containing the periodic table and a pocket calculator that is not capable of storing or displaying textual data.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Chemistry is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

The subject examination is assessed according to the following scale:

- 85–100%: Excellent (5)
- 75–84%: Good (4)
- 61–74%: Satisfactory (3)
- 50–60%: Pass (2)
- 0–49%: Fail (1)

Biology

Written Examination

Examinations in Biology, including differential, classification, resit and subject examinations, consist of a written test paper.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Biology is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

Physics

Written Examination

Examinations in Physics, including differential, classification, resit and subject examinations, consist of a written test paper.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Physics is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

Mathematics

Written Examination

Examinations in Mathematics, including differential, classification, resit and subject examinations, consist of a written test paper.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Mathematics is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

Geography

Written Examination

Differential, classification and resit examinations in Geography consist of a written test paper.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Geography is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

Alternatively:

Differential, classification and resit examinations in Geography may consist of a complex project assignment.

Students taking the examination must complete a project with both practical and theoretical components for each year group.

Civic Studies

Written Examination

Differential, classification and resit examinations in Civic Studies consist of a written test paper.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Civic Studies is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

Drama and Theatre

Written Examination

Differential, classification and resit examinations in Drama and Theatre consist of a written test paper.

Oral Examination

In the case of differential, classification and resit examinations, the oral component of Drama is based on a list of topics compiled from the curriculum of the academic year concerned.

Students are given 30 minutes to prepare and may speak on their assigned topic for a maximum of 15 minutes.

Alternatively:

Differential, classification and resit examinations in Drama and Theatre may consist of a complex project assignment.

Students taking the examination must complete a project with both practical and theoretical components for each year group.

Visual Culture

Examinations in Drawing and Visual Culture, including differential, classification and resit examinations, consist of the completion of a complex project assignment.

Students taking the examination must complete a project with both practical and theoretical components for each year group.

Music

The examinations in Music – Differential, Classification and Resit Examinations – consist of a complex project assignment. At each grade level, students are required to complete a project incorporating both practical and theoretical elements.

Physical Education

Differential, Classification and Resit Examinations in Physical Education

The Differential, Classification and Resit Examinations in Physical Education must be completed through a practical examination. In exceptional circumstances, in cases requiring long-term medical treatment, the practical examination may be replaced by a project on the history of a particular sport.

Pre-Grade 9 and Grade 9:

- A general fitness test assessing the muscles of the arms, torso and legs.
- Demonstration of warm-up gymnastics exercises involving different parts of the body.
- Demonstration of one technical element from a ball game of the student's choice.

Grades 10 and 11:

- A general fitness test assessing the muscles of the arms, torso and legs.
- Demonstration of stretching exercises involving different parts of the body.
- Demonstration of two technical elements from a ball game of the student's choice, together with an explanation of one rule of the game.

Grade 12:

- A general fitness test assessing the muscles of the arms, torso and legs.
- Demonstration of warm-up and stretching exercises, including the preparation of a general warm-up and cool-down routine.
- Presentation of one recreational sport and demonstration of three technical elements from a ball game of the student's choice.

Digital Culture

The examinations in Digital Culture – Differential, Classification and Resit Examinations – consist of both practical and project-based assignments, all of which are related to the curriculum covered during the relevant academic year.

The practical examination lasts 60 minutes.

II. Admission Examination Requirements

The school does not require eighth-grade students to submit the results of the centrally administered written entrance examination. However, if applicants have taken the examination and have a result, the school will take it into consideration during the admissions process.

Applicants are ranked and admitted on the basis of their end-of-year grades from primary school and their performance during the oral admissions interview.

During the oral admissions interview, students' individual abilities, motivations and level of English proficiency are assessed.

The admissions committee asks applicants to prepare their own presentation, in which they introduce themselves and present their knowledge, abilities and goals, as well as what they wish to achieve with the support of our school.

The committee evaluates and ranks applicants according to a comprehensive set of criteria, taking their overall personality into consideration.

II.2.8. Principles Governing the Admission and Transfer of Students to the School and the Requirements for Progression to Higher Grades

The school's procedures for establishing student status are available on our website and at the Student Center.

Upon their initial enrolment, all students are required to complete the enrolment procedure. In adult education, students are also required to revalidate their student status before the beginning of each academic year.

Students and parents have several opportunities to familiarise themselves with the school's profile, objectives and educational standards in order to make a well-informed final decision regarding their application.

During the admissions period, the prospective class teacher, subject teachers, language teachers and other specialists teaching the incoming grade are available, upon individual request, for information meetings and consultations with parents and students.

Joint information sessions and open lessons, which can be attended either in person or online, also support families in making their decision.

The following documents must be presented when initiating an admission or transfer application:

- The student's identity card, address card and, where applicable, residence permit, TAJ social security card and proof of insurance.
- The certificate confirming the grades/years of study completed.
- The transfer form issued by the student's previous school.

The school's principal makes decisions regarding admission and transfer, taking into account immigration regulations, the student's previous academic performance, conduct and diligence grades, as well as the number of students enrolled in the relevant grade.

Where the student is required by law to take differential examinations, the principal specifies this requirement in the admission decision, together with all the relevant conditions and arrangements for taking the examinations.

Applications for admission submitted to the school must be processed in the order of priority prescribed by the applicable decree governing the operation of educational institutions.

When ranking applicants who have achieved the same overall score, preference must be given first to applicants who are socially disadvantaged. Subsequently, preference must be given to applicants whose permanent address or, in the absence of such an address, their place of residence is located in the district in which the school or its educational provision site is situated, or to applicants whose special circumstances justify preferential treatment.

Special circumstances include:

- The student has achieved outstanding results in academic or other competitions during their previous studies.
- The student's sibling is also enrolled at our school.

If our school is unable to accommodate all admission applications due to a lack of available places, despite applying the order of priority specified in the relevant decree, the final decision among the applicants concerned must be made by drawing lots.

The detailed rules governing the drawing of lots are set out in the school's House Rules.

During the transfer process, the school management holds a discussion with the prospective student and their parent(s) concerning the reasons for changing schools, the school's expectations and its House Rules.

In this case, the student applies to transfer to our school from another educational institution. During the admissions procedure, the student's previous school reports and grades, as well as their performance during the oral interview, are taken into consideration.

In the case of students admitted through the extraordinary admissions procedure, placement in a class takes place following language placement tests, taking into account the language entry requirements applicable to each grade.

These requirements are as follows, in accordance with the recommendations of the Council of Europe:

English as the target language:

- Grade 9: B1
- Grade 10: B2
- Grade 11: B2
- Grade 12: B2

Hungarian as a Foreign Language:

- Grade 12: A2

The language proficiency of students admitted through the extraordinary admissions procedure is assessed by the relevant subject teachers during the admissions process.

Following admission, however, students must submit an officially recognised language examination certificate demonstrating the required level of proficiency as soon as possible, and no later than the end of the academic year.

Submission of this certificate is a prerequisite for progression to the next grade.

A student may progress to the next grade if they have successfully fulfilled the academic requirements prescribed for the relevant grade, achieving at least a satisfactory pass (the minimum passing grade).

Achieving the minimum passing grade means meeting the minimum academic requirements.

The subject teacher recommends the grade based on the student's fulfilment of the academic requirements, and the final decision is made by the teachers' assessment conference.

The conditions for progression at each grade level are specified in the local curricula of the individual subjects.

If a student receives failing grades in no more than three subjects, they may take resit examinations in August, before the beginning of the following academic year.

If a student receives failing grades in more than three subjects, they are required to repeat the academic year.

Requirements for progression to a higher grade:

A student wishing to progress to a higher grade must possess a certificate issued by an educational system confirming the completion of the studies required for admission to the grade they wish to enter.

The procedure for progression to a higher grade is as follows:

The student must submit a written application addressed to the principal no later than the end of the first semester.

The application must be accompanied by the student's original school certificates and their certified translations.

The student must also successfully pass examinations in the subjects specified by the principal. These are subjects included in the school's Educational Programme for which the student does not have an existing grade.

Our teaching staff continuously monitors and supports the development of students' academic performance through formative (developmental) and summative (evaluative) assessments.

The first formative assessment is a compulsory diagnostic assessment conducted when the student establishes student status at the school. This assessment is essential for selecting the appropriate academic and examination pathway.

Formative assessments during the academic year take place on a weekly basis (in adult education, through an online platform) in the form of a short test (Weekly Progress Test), wherever possible, in every subject taught.

These results provide teachers with continuous feedback and help them determine whether the student's academic pathway is appropriate.

Summative assessments (end-of-unit tests, mid-year and end-of-year examinations) are necessary for awarding grades and constitute a condition for progression along the academic

pathway, not only between grades but also between modules (subject areas) in the case of modularly structured subjects.

Ensuring Transferability Between Educational Institutions

Our subject curricula include all the knowledge and skills prescribed by the National Core Curriculum (NAT) for each area of learning and required of all schools.

Consequently, students leaving our school for various reasons only need to make up the learning content required by the local curriculum of their new school, regardless of the grade in which they leave.

In the case of students transferring to our school from other institutions, the principal may require differential examinations in certain subjects, based on the recommendation of the relevant subject teacher.

The process of integrating students into our institution may be arranged on an individual basis, at the discretion of the principal.

At the end of each academic year, as part of the procedure for revalidating student status, students may apply to transfer between the school's different educational programmes or divisions.

In order to facilitate such transfers, the principal is authorised to provide students with the opportunity to demonstrate that they meet the relevant educational requirements.

Preparation for the Two-Level Matura Examination

The timetables and lesson allocations provided by our school for all grade levels create opportunities for high-quality preparation for the Matura examinations.

During the second semester of the academic year in which they take their Matura examinations, Grade 12 students sit a preliminary Matura examination.

The system of subject examinations also constitutes an important part of the preparation for the Matura examinations.

Our institution provides preparation for the advanced-level Matura examination in the following subjects:

- Mathematics
- Physics
- Chemistry
- Biology

- English

Developmental Tasks and Requirements Applied in Advanced-Level Education to Prepare Students for Advanced-Level Matura Examinations

The primary objective of our school is to prepare students for successful and effective further studies in higher education.

One of the main focuses of our educational work is to ensure that students begin their higher education studies and adult lives fully prepared in every respect.

Our career guidance strategy takes students' abilities into account and helps shape their understanding of adult education, higher education and the world of work.

This is achieved both by providing relevant knowledge and by organising activities through which students can put their abilities to the test, develop self-awareness, broaden their knowledge of career opportunities and cultivate an interest in a particular profession or vocation.

The implementation of our educational objectives is supported by the personality-development procedures and educational methods employed by the school's teachers.

Our educational methods can be divided into two main categories:

- Direct methods: methods through which the educator influences the student directly, through personal interaction.

- Indirect methods: methods through which the educator's influence is exerted indirectly, through the student community.

The direct and indirect educational methods used by our teachers include:

a) Procedures and methods aimed at developing habits and establishing behavioural patterns: setting expectations, practice and repetition, providing assistance, monitoring, encouragement and motivation. Organising the activities of the student community. Setting and securing acceptance of shared short-term and long-term goals. Establishing traditions. Setting expectations. Monitoring. Encouragement.

b) Presenting and communicating behavioural models: storytelling, presenting facts and phenomena, presenting works of art, the educator's personal example, the educator's participation in the activities of the student community, and highlighting individual and group role models from community life.

c) Procedures and methods aimed at developing awareness and convictions: explanation, discussion, independent analytical work by students, providing information about the behavioural standards to be observed, and debate.

II.3. Educational Tasks Related to Personality Development

II.3.1. The Objectives of Personality Development

The objective is to support the fullest possible realisation of the developmental potential inherent in every individual and to promote the comprehensive development of each student's personality.

A fundamental task of the school's educational and teaching activities is to develop students' personalities in a broad and comprehensive manner through the organisation of various school activities.

If we can make school life suitable for developing the range of activities and experiences available to each individual, we can also achieve better results in the field of personality development.

Personality development also involves supporting self-directed growth and encouraging self-exploration through experiences that allow individuals to discover and test their inner potential. This process builds on the qualities and abilities already present within each individual.

Personality development means organising and maintaining a school environment in which the student is not merely the object of the educational process but an active participant in it, and in which their developmental needs as adolescents are met.

All of this, however, must take place while respecting the student's independence and autonomy.

The most important objective of the school's personality-development activities is to establish and develop the skills and abilities necessary for students to manage their lives successfully.

This also involves raising awareness that achieving this objective requires reducing the burdens and harmful influences originating from the surrounding environment.

II.3.2. Our Educational Tasks

Moral Education of Students

In student groups consisting of individuals with different linguistic and cultural backgrounds and different socialisation experiences, various stages of Kohlberg's model of moral development may be present simultaneously.

Typically, these include the conventional level (good-boy/good-girl orientation and authority orientation) and the post-conventional level (social contract orientation and universal ethical principles orientation).

Our objective is to guide students towards the latter level of moral development.

In addition to conventional classroom activities, the Debating Club and the cooperative learning approach provide particular opportunities within our school for the practical implementation of this fundamental educational objective.

The Student Council also plays an important role in teaching moral and social conventions, as do all formal and informal learning situations in which students can encounter and reflect on the role of social conventions, their consequences, the means of regulating them and their effectiveness.

Intellectual Education of Students

- Developing and improving intellectual abilities and the skills necessary for independent acquisition of knowledge.
- Fostering an aspiration to understand and explore the world.
- Developing the need for continuous self-education.

Social Education of Students

- Learning the rules of human coexistence.
- Raising awareness of the importance of social relationships and developing the ability to cooperate.
- Acquiring culturally appropriate behaviour and communication skills, while addressing deficiencies arising from family socialisation.

Emotional Education of Students

Developing appropriate emotional responses to phenomena in the living and non-living environment, to student communities and to themselves, encouraging constructive action and active participation.

Education of Students' Willpower

- Developing self-awareness and fostering the desire to fulfil their individual potential.
- Developing perseverance, diligence, a sense of purpose and commitment.

National Education of Students

- Learning about and developing an awareness of the past and present of their place of birth and homeland.
- Learning about national traditions and the historically significant values of national culture, as well as respecting, preserving and appreciating their heritage.
- Awakening and deepening feelings of patriotism and attachment to one's homeland.

Civic Education of Students

- Familiarising students with fundamental civic rights and responsibilities.
- Stimulating interest in social phenomena and issues.
- Developing a desire to participate in community activities and in public life at school and in their local area.

Education of Students for Work

- Raising awareness of the importance of work performed by people.
- Providing students with opportunities to practise self-care and maintaining their surroundings in an orderly condition, including through practical vocational training and actual work activities.

Physical Education of Students

- Alongside the physical development of students, raising awareness of the importance and necessity of a healthy and culturally refined lifestyle.
- Fostering the desire for regular physical activity.

Measures to Promote Equal Opportunities for Children and Students

In order to ensure equal opportunities and compliance with the principle of equal treatment in education, our school applies the following measures:

- Establishing uniform conditions for participation in education.
- Assessing admission and transfer applications according to the same set of criteria.
- Applying uniform academic requirements and evaluating performance according to predetermined criteria or a percentage-based system.
- Ensuring access to educational services and the opportunity to make use of them.
- Ensuring access to benefits and allowances related to education.
- **Providing the conditions necessary for teaching and educational activities in order to promote equal learning opportunities.**
- Providing catch-up programmes and talent development opportunities.

- Assisting with student accommodation in boarding facilities and providing career guidance.

Connections with Europe and the Wider World

Learning about and discussing common European issues of the present day.

Our school participates in the European Union's Erasmus+ programme, which provides both teachers and students with opportunities to establish connections with other EU Member States, gain a deeper understanding of European cultures, acquire experience, and mutually apply new methods and forms of work.

Through these opportunities, we contribute to building a more developed and open world in accordance with the principles and directives of the European Union.

II.4. Tasks Related to Cooperation Among School Stakeholders and Community Development

At our school, educational and teaching activities aimed at developing students' personalities are implemented, on the one hand, through direct personal relationships between teachers and students and, on the other hand, indirectly, through the influence of the student community.

Organising and guiding the education of students within and through their communities is an important task of our school's educational work.

Our tasks related to the development of student communities include:

- Establishing and providing educational guidance for various student communities within the school.
- Creating student communities connected to different areas of school life and consciously and systematically supporting their development. (Preparing teaching schedules and programmes.)
- Taking students' developmental maturity and age-related characteristics into account when developing student communities.

II.4.1. Organising the Activities of Student Communities

The task of the teacher responsible for guiding a student community is to encourage students to participate actively by consciously planning and continuously organising the community's activities, while providing an environment in which they can practise the behaviour and forms of conduct necessary for successful community life.

The teacher should have a close linguistic and cultural connection with the student group, while also demonstrating tolerance towards differences in these areas and towards individual attitudes to group formation.

The tasks of the class community as a key student community include:

- Positively influencing every student.
- Recognising individual strengths and values.
- Respecting one another.
- Supporting one another in learning and in resolving individual or integration-related difficulties.
- Practising acceptance of differences and diversity, as well as tolerance.

The class teacher plays a decisive role in guiding and shaping the class community.

Their organisational and leadership activities are particularly important in maintaining relationships between students, the teachers working with the class and students' families.

Developing the community's individual identity and traditions

This involves establishing and maintaining a system of moral and behavioural standards, formal frameworks and activities that are characteristic of the student community and strengthen the students' sense of belonging.

Group dynamics require particular attention in student groups with mixed ethnic backgrounds.

Managing student turnover is especially important, particularly when a significant proportion of students in the school or class come from families participating in transnational migration.

In distance education, establishing and maintaining student communities is considerably more challenging. Nevertheless, primarily through the use of online spaces and social networking platforms, we strive to ensure that students in each grade form a community and actively contribute to accepting and preserving the values of our school.

In accordance with our principles of community-based education, the school has introduced project days at the beginning of the academic year.

During these days, the entire secondary school participates in a school camp, where, in addition to familiarising themselves with school rules and the tasks and responsibilities of the coming academic year, the main objectives are community building and preparing students for the work ahead.

This beginning-of-year project provides an opportunity for students to gain their first shared experiences, become familiar with one another and establish a sense of community. It is an important period at the start of the academic year dedicated to bringing students together.

Principles Governing the Division of Students into Groups

Wherever possible, the school organises lessons taught in the target language in separate groups.

Foreign language lessons are organised into groups according to students' language proficiency levels, following an initial assessment.

Particular attention is paid to students in the language preparatory year.

We strive to organise language lessons in such a way that the teachers responsible for the different language skills divide the lessons according to their respective areas of expertise, as we believe this is the most effective way to support students' language development.

II.4.2. Developing the Ability to Self-Governance

In developing student communities, students must be encouraged and given opportunities to practise setting their own goals, working together in a coordinated manner to achieve them, and evaluating the work they have completed.

A Student Council (SC) operates at the school to represent the interests of students and student communities and to support students' extracurricular activities.

Tasks of the Student Council and the teacher supporting the Student Council:

The activities of the Student Council are supported by a teacher appointed by the school principal on the recommendation of the SC leadership.

The Student Council promotes student self-organisation, supports student initiatives and ensures that students have access to the information necessary for their academic work and for exercising their rights.

Participation in Student Council activities gives students the opportunity to take part in public and community life and to acquire the communication skills and techniques necessary for such participation.

The Student Council leadership, with the assistance of the teacher supporting the SC, carries out its activities on the basis of an annual work plan.

The Student Council meets regularly and holds at least one coordination meeting per month.

Once each academic year, it convenes a student assembly.

By organising the programme of the autumn Student Week, it provides students with the opportunity to put together a varied range of cultural and sporting activities, academic competitions and quizzes that reflect their interests. This helps strengthen students' sense of belonging to the school community.

The Student Council is responsible for ensuring the regular operation of the school radio and, after consulting students, decides on the programme for one designated school day without regular lessons.

A varied and active student life, together with meaningful use of leisure time, plays a decisive role in allowing students to develop their abilities and talents.

The experiences and impressions students gain at school have a lifelong influence on their cultural behaviour and their attitudes towards education, cultural enrichment and the communities to which they belong.

II.4.3. Exercising Students' Rights to Participate in Institutional Decision-Making

The school's House Rules determine the procedures and forms governing students' expression of opinions and their regular access to information.

Students exercise their rights to participate in institutional decision-making through the school's Student Council and their elected student representatives.

Procedures for exercising students' rights to participate in institutional decision-making

Our students may exercise their rights individually or through their respective communities.

The student communities operating at our school include:

- Classes, groups and extracurricular clubs.
- The Student Council (SC).

Students have the right to choose from among the optional subjects, activities and teachers offered within the framework of the Educational Programme.

The opportunity to choose teachers is provided within the limits determined by the optimal allocation of teaching hours and the timetable of the relevant class.

Students at our school may establish a Student Council (SC) to represent their interests.

The Student Council is supported by a person appointed specifically for this task, who must hold a higher education qualification and a teaching qualification (the teacher supporting the Student Council).

This person is appointed by the head of the institution for a five-year term, based on the recommendation of the Student Council.

The SC operates in accordance with its own regulations and annual work plan, in consultation with the school's management.

The SC exercises decision-making powers, following consultation with the teaching staff, in matters concerning the planning and organisation of its own community activities and the election of its officers.

Students are entitled to representation through the Student Council.

The Student Council must be consulted before decisions are made concerning:

- The adoption of the provisions of the school's Organisational and Operational Regulations (SZMSZ) specified by law.
- The establishment of principles governing the distribution of social benefits for students.
- The allocation of financial resources designated for youth policy objectives.
- The adoption of the school's House Rules.
- The adoption of the information notice, published by the principal by 15 April of the preceding year in accordance with the relevant legal requirements, listing the optional subjects and the names of the teachers expected to teach them.

One school day without regular lessons is designated in the annual work plan in consultation with the Student Council.

Students participate in organising and carrying out school events.

Every student may submit comments, suggestions or concerns to their subject teachers, class teacher, child protection officer, members of the school health service, school management or the parents' association.

II.4.4. System of Activities and Organisational Structures Supporting the Implementation of Personality Development and Community Development Tasks

II.4.4.1. Classroom Activities

The most important setting for personality development is the lesson, which forms part of a longer teaching and learning process.

- When organising the teaching and learning process, the school's teachers consider student motivation, ensuring active student participation, differentiation and adaptability to be particularly important and essential. The purpose of motivation is to awaken the internal drives that encourage students to study regularly and to maintain their enthusiasm for learning throughout the process.

- When planning and organising lessons, priority is given to methods and organisational forms that promote student activity, maintain attention and support complex, problem-solving-based learning. Based on the principles of constructivist learning theory, we apply reflective methods in order to facilitate conceptual change and changes in the values guiding behaviour whenever appropriate.

- Differentiated learning organisation is necessary throughout the school learning process. This means adapting teaching as closely as possible to students' individual levels of development, abilities and learning pace. This is a fundamental task, as students arriving from abroad have studied in different educational systems and according to different curricula. Successfully adapting to these individual circumstances can be the key to effective learning. With the advancement of modern technology, the use of digital platforms in educational organisation is becoming increasingly important. Digital distance-learning methods may also be applied in all educational divisions to facilitate differentiated learning organisation.

All these methods receive particular emphasis during the first stage of education, primarily to support students who need to catch up.

Personality development can also be significantly supported by guiding students towards extracurricular activities.

II.4.4.2. Extracurricular Activities

The individual activities are specified in the annual allocation of teaching hours and the annual work plan.

The following extracurricular activities support the achievement of the school's educational and teaching objectives:

Tradition-preserving activities

- Activities related to the school's namesake.
- School celebrations and ceremonies.
- An annual school yearbook.

Talent development and catch-up programmes

These activities support the fullest possible development of individual abilities, the nurturing of talented students and the academic progress of students who require additional support.

Extracurricular clubs

These serve to develop students' individual abilities and talents.

Other activities:

- Competitions, quizzes and presentations.
- Educational excursions and camps preparing students for their studies.
- Beginning-of-year school project days organised in the form of a camp.
- Forest school programmes.
- Activities connected with museum visits, exhibitions, libraries and artistic performances.
- Leisure activities.
- School library activities.
- International camps and study trips for language practice and professional training.
- Advanced college programmes and research activities.

II.4.4.3. Activities Supporting the Development of Talent and Abilities

- Differentiation is applied in classroom teaching in terms of teaching methods, learning content and assessment.

- The library (including the internet) provides opportunities for independent acquisition of knowledge. Students with particular talents are also encouraged to explore subjects independently through individual project assignments. As most research methods and educational support materials have now been converted into digital formats, our institution encourages both students and teachers to use digital tools and methods during and outside lessons as a reasonable supplement to the curriculum. Digital learning assignments may also be completed and assessed through digital platforms.

- Enrichment and extension activities are implemented both during and outside lessons. The primary objective is not to increase the quantity of knowledge but to develop abilities such as creative thinking and problem-solving, critical thinking and the ability to explore connections within the history of science.

- We support the further development of talented students by organising various competitions, quizzes and presentations and preparing students to participate in them. We encourage participation not only in school competitions but also in external competitions and application-based programmes.

- Within the framework of advanced college programmes, we support the development of promising talents through mentoring schemes. Students, parents, external specialists and recognised professionals in their respective fields may all act as mentors.

- We encourage students who engage in various artistic activities or demonstrate particular abilities to present their knowledge, skills and creative work.

II.4.4.4. Tasks Related to Child and Youth Protection

The most important tasks related to child and youth protection include:

- Preventive, safeguarding and protective activities concerning students.

- Reducing emergency situations and risk factors to ensure that nothing hinders students' development.

- In the case of students facing financial hardship, the principal initiates proceedings with the local government of the municipality in which the student has their permanent residence, with a view to establishing eligibility for regular or extraordinary child protection benefits.

- Involving the services of a psychologist when necessary.

- Organising presentations during class teacher periods on topics such as drugs, alcohol, smoking and related issues.

- Carrying out health protection activities. This includes supporting the development of an anti-drug programme and monitoring its implementation. Where necessary, initiating appropriate measures.

- If child abuse is suspected or if another risk factor exists that cannot be eliminated through other educational means, the principal notifies the Child Welfare Service.

II.4.4.5. Activities Aimed at Reducing Social Disadvantages and Supporting Students' Studies (Scholarships)

The school's foundation/advanced college scholarship programme was established for talented students who would otherwise be unable to continue their studies at our school due to financial disadvantages.

The programme aims to provide the following forms of support and scholarship opportunities:

- Tuition fee assistance.
- Individual or small-group lessons.
- Cultural leisure activities.
- Catch-up programmes.
- Talent development programmes within the advanced college framework.
- Free meals.
- Subsidised meals.
- Free textbooks.
- Textbook assistance.
- Free boarding accommodation.
- Medical care.
- Contributions towards camp expenses.
- Coverage of the costs of travelling home within Hungary twice a year.

Our institution has traditionally participated in local scholarship programmes, either by providing financial resources for scholarships or by ensuring the necessary personnel and professional conditions.

Examples include the Roma Medical Education Programme, organised in cooperation with Semmelweis University, and the Balassagyarmat Health Education Programme.

II.4.4.6. Addressing Gaps in Preparedness and Knowledge

The following activities help reduce learning gaps:

- Encouraging and guiding students in the use of the library.
- Providing supplementary and knowledge-supporting activities.
- Career guidance.
- Guidance towards and preparation for higher education begins when students first enter the school and continues throughout their entire period of study.
- Every student may choose an elective subject in accordance with their intended field of further study.
- We support and facilitate students' participation in open days organised by universities and colleges, particularly for students in their final year.

- Career guidance is a process involving the joint cooperation of the student, subject teacher, class teacher and parents. An important element of this process is the annual Career Day, organised by the SC.

II.4.4.7. Teaching and Educational Resources and Equipment Required for the Implementation of the Educational Programme

The premises, furniture and other equipment required for the implementation of the Educational Programme are available at our school.

Teaching aids and educational resources necessary for classroom teaching and educational activities (including various objects, equipment, information carriers and specialised tools supporting individual development) are provided in accordance with the applicable legislation.

The processing of learning materials is supported by visual aids, while student activities are facilitated in classrooms and specialist rooms through the use of overhead projectors, slide projectors, wall-mounted projection screens, televisions, video recorders, cassette players, CD and DVD players, multimedia projectors, computers and digital devices, including interactive whiteboards.

Our library has a substantial collection of English-language information resources and publications, including books, video films, DVDs and CD-ROMs.

The quantity and composition of our Hungarian-language information resources are continuously being developed.

In adult education, we use a closed educational IT software system. Information concerning its use and the operational framework of the distance-learning system is provided in Annex 2 of this Educational Programme.

School Community Service (IKSZ)

Pursuant to Act CXC of 2011 on National Public Education, as of 1 January 2016, the completion and certification of fifty hours of community service became a prerequisite for commencing the regular Matura examination.

The coordination and administration of this requirement are the responsibility of the school.

The precise framework for community service is laid down in Section 45 (Section 133) of Decree No. 20/2012 of the Ministry of Human Resources (EMMI).

The areas of activity in which students may perform community service include:

- Healthcare.
- Social welfare and charitable activities.
- Education.
- Cultural and community activities.
- Environmental and nature conservation.
- Disaster management.
- Sports and leisure activities carried out jointly with preschool-aged children, children and students with special educational needs, and elderly people.
- Crime prevention and accident prevention activities carried out within organisations established to perform specific police-related duties.

The organisation of community service is the responsibility of the teacher(s) responsible for community service and the class teachers.

Tasks related to the completion and documentation of students' community service are carried out by the designated deputy head of the institution, the teacher(s) coordinating community service, the designated academic administrator and the class teachers.

The class teacher must record the completion of community service in the class register, the student's central record sheet and the school certificate.

Students are required to complete a community service application form, which must include confirmation of their intention to participate in community service, the planned location and timing of the activity, and the parent's statement of consent.

When an external organisation or an individual mentor is involved in community service activities outside the school, an agreement must be concluded between the school and the parties concerned.

In addition to the details of the signatories and their respective obligations, the agreement must specify the duration of the placement and, where applicable, the name and responsibilities of the mentor.

Wherever possible, we organise the completion of the required fifty hours of community service for students in Grades 9 Kny–12 in a proportionate and evenly distributed manner.

During community service, students are required to keep a logbook recording when and where they carried out their activities, the amount of time spent on them and the nature of the activities performed.

The logbook is normally kept at the school, at the Student Center. Students may request to take it when participating in activities organised by an external organisation.

Upon completion of their community service activities, students are required to return the logbook and submit it to the Student Center.

We strive to expand the number of partner organisations as far as our opportunities and resources allow.

A maximum of 25 hours of community service may be completed at any one organisation. Therefore, the required fifty hours must be completed at a minimum of two different locations.

Assistance provided to private individuals, whether to one person or several people, is also limited to a maximum of 25 hours.

Students (or their parents) may also organise the completion of their community service independently and may conclude agreements with partner organisations.

During the school term, students may complete a minimum of one and a maximum of three hours of community service per day.

Outside school hours, including weekends and school holidays, they may complete a minimum of one and a maximum of five hours per day.

II.5. The School's Health Education Programme

SITUATION OVERVIEW

Following the family, the school is one of the most important settings for health promotion. Given its current financial and material resources, our institution is committed to making the best possible contribution to ensuring the appropriate healthcare and health education of its students.

TASKS

We use all available means to protect the health of our students and staff (appropriate furnishings, lighting, equipment and the organisation of working schedules). We have

established cooperation with educational, healthcare and child protection professionals, as well as parents, in order to ensure that the school provides a healthy environment.

Healthcare services are provided by healthcare professionals in accordance with the tasks set out in the cooperation agreement. These services include regular annual screenings, examinations and vaccinations, carried out in the school's medical room.

We attach particular importance to healthy eating, supported by our school dining facilities, and to physical exercise. Health protection is an integral part of our educational and teaching activities.

Health education at school is closely connected with teachers' conduct, the diligence of school management and the organisation of the institution. To this end:

- We ensure that classrooms have an appropriate interior layout and that their furnishings comply with health and safety regulations. Classroom furniture is adapted to the age-related characteristics of students.

- We pay attention to lighting, ventilation, correct posture during work and appropriate seating arrangements, taking into account factors such as short-sightedness and students' height.

- We monitor the health status of our students and organise the necessary healthcare services.

- When planning daily schedules and timetables, we take students' need for physical activity into account.

OUR RESOURCES

As with environmental education, health education is the responsibility of every member of the school's staff.

NON-MATERIAL RESOURCES

- **Teachers:** Their responsibility is to set a positive example for students through their personal lifestyles and standards of behaviour.

- **Students:** Every student is responsible for protecting their own health and the health of others, and for making every effort to achieve physical and mental well-being.

- **Parents:** It is important that parents work together with the school to positively influence their children. Parent-teacher meetings and consultation hours provide opportunities for

participants to express and exchange their personal views. Through their active involvement and professional expertise, parents can support the health promotion programme.

- **School doctor and school nurse:** Legislation governing school healthcare requires every school to have an appointed doctor, school nurse and dentist, who are responsible for carrying out the duties prescribed by law.

TASKS

- Conducting age-specific medical examinations of students, identifying, registering and monitoring chronic illnesses and health conditions.
- Providing first aid and preparing students with the most essential knowledge and skills.
- Delivering presentations upon request.
- Prevention.

EXTERNAL RESOURCES

- **Public Health Authority (ÁNTSZ) professionals:** We have jointly launched vaccination campaigns among our students and developed a vaccination programme addressing the requirements for university admission.
- **Law enforcement agencies:** Youth protection officers from police headquarters organise crime prevention programmes and deliver presentations on road safety and traffic regulations.
- **Generali Insurance:** The company has developed a customised health insurance package for our students, primarily for those who are foreign nationals.

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MATERIAL RESOURCES

Own resources

The school's annual budget enables us to purchase the equipment and supplies necessary for maintaining a healthy lifestyle from our operating expenditure allocation.

Grants and funding opportunities

AREAS OF HEALTH EDUCATION AT SCHOOL

School-based health education should contribute to ensuring that students acquire sufficient motivation and knowledge to develop a healthy lifestyle that is reasonable both from a personal

and an environmental perspective, and that enables them to recognise and make use of the opportunities available to them.

We aim to make our students aware that a healthy lifestyle is the key to the future and that developing a sense of responsibility towards future generations is essential.

PRINCIPLES AND OBJECTIVES

- Respect for life and the responsibility of Christians for their own health.
- Experiencing good health as a source of joy.
- Recognising a harmonious lifestyle as a value.
- Developing and maintaining a healthy lifestyle.
- Learning techniques for managing and resolving conflicts.
- Developing helpful, supportive and accepting attitudes towards people who are ill or have disabilities.
- Establishing the foundations of good hygiene practices.
- Acquiring health-related knowledge and awareness.
- Developing healthy eating habits and appropriate dining etiquette.
- Developing a commitment to a healthy lifestyle and learning the practical methods needed to achieve it.
- Establishing harmony between body and mind and developing the skills and competencies necessary for physical and mental well-being.

KEY PRIORITIES

- Raising awareness of the concept of health.
- Raising awareness of the concept of a healthy lifestyle and encouraging students to critically assess prevailing social habits when developing their own lifestyles.
- Developing healthy eating habits.

- Helping students recognise environmental hazards and develop personal safety awareness.
- Building relationships and developing healthy interpersonal relationships.
- Preventing the development of harmful habits, including the use of dangerous substances, smoking, alcohol consumption and drug use.
- Preparing students for family life.
- Developing individual responsibility for environmental protection.

ORGANISATIONAL AND CURRICULAR FRAMEWORK

Classroom activities

- Integrating relevant topics into subject-specific lessons.

Every subject offers opportunities to contribute to health promotion. It is, of course, the responsibility of the individual subject teacher to identify and incorporate relevant topics into their teaching.

Health promotion topics are also included among the themes addressed during form tutor periods.

Extracurricular activities

- Sports programmes.
- Educational trips and excursions.
- Presentations on current topics.

METHODS

- Adopting and implementing existing programmes.
- Organising presentations delivered by invited speakers (school doctors, general practitioners, school nurses and police officers).
- Cleanliness competitions.

- Quizzes and competitions.
- Games and role-playing exercises.
- Artistic expression.

PROFESSIONAL DEVELOPMENT

The school provides opportunities for teachers to participate in professional development through its staff training programme and actively encourages their participation.

DAILY PHYSICAL ACTIVITY

The objective of health-promoting physical activity at school is to support children's healthy physical and mental development through exercise.

Within the framework of school physical education and sport, students can develop health awareness, social competencies, teamwork skills and the ability to cooperate creatively with their peers.

To achieve this:

- Every child participates in the physical activity programme.
- Every physical education lesson and relevant activity provides appropriate exercise for the cardiovascular and respiratory systems.
- Every lesson includes gymnastics, exercises designed to promote correct posture and breathing exercises.
- We observe the principles of spinal and joint protection.
- Every lesson is designed to ensure that physical activity provides a sense of achievement and enjoyment for students, regardless of their individual abilities.
- The physical activity programme also includes games and dance (with folk dancing incorporated into physical education lessons).

IMPLEMENTATION AND ORGANISATIONAL FRAMEWORK

Corrective Physical Education

Every May, we assess the situation of students referred for corrective physical education. Wherever possible, we employ a teacher specialised in corrective physical education to work with them.

Adapted Physical Education

Students who require adapted physical education participate in regular physical education lessons through differentiated instruction based on a separate programme. We avoid granting complete exemptions from physical education wherever possible.

School Sports Club

We provide two 45-minute sports club sessions per week, led by a teacher holding the appropriate physical education qualifications and professional certification.

BASIC FIRST AID KNOWLEDGE

Basic first aid knowledge is taught during regular lessons (form tutor periods, biology and physical education), as well as during afternoon group activities. It is also delivered in English through an educational programme organised in cooperation with the local branch of the Hungarian Red Cross. The programme is also implemented in digital format.

The objectives of first aid education at school are:

- To provide students with practical, applicable knowledge.
- To educate students to help others in emergency situations.

II.6. Environmental Aspects of School Operations

ENVIRONMENTAL EDUCATION PROGRAMME

The overall objective of environmental education is to promote the development of environmentally conscious attitudes and lifestyles among students. This is intended to ensure that the next generation is capable of preventing the worsening of the environmental crisis unfolding in our world, while contributing to the preservation of living nature and the sustainable development of societies.

Our secondary school, housed in a prestigious historic building, is situated on the outskirts of Budapest's 8th District, close to the Nagyvárad Square transport hub. We adapt the outdoor areas and courtyard of the building to this particular environment.

The plants growing on the school grounds not only contribute to creating a healthy environment but also support the functional operation of the school. They provide shade, reduce noise pollution and offer protection against strong winds.

The recently renovated Orczy Park, located directly opposite our school, provides numerous opportunities for physical exercise and recreational sports for both our students and staff.

Since AIC moved into its building on Orczy Road, the surrounding neighbourhood has undergone a complete transformation. The nearby Ludovika Campus of the University of Public Service, located at Ludovika Square, has also contributed to the area's new appearance.

Maintaining and improving this environment is an important responsibility. This objective is achieved not solely through the work of the maintenance staff. Our students also play an important role through voluntary activities, participating in planting and caring for vegetation and helping preserve the condition of the school building.

The interior spaces of the building, including corridors and communal areas, also provide excellent opportunities for introducing plants.

In this way, both the outdoor and indoor environments of our secondary school help ensure that students and staff maintain a close connection with nature.

Environmental education must, of course, extend beyond the school premises. Through organised school trips, international excursions and forest school programmes, our students encounter a variety of environmental settings that provide valuable educational experiences.

The key areas of environmental education include:

- Classroom activities, particularly laboratory work.
- Participation in academic competitions.
- Promoting selective waste collection and recycling.
- Organising forest clean-up activities and ragweed removal campaigns in connection with Earth Day.
- Using environmentally friendly cleaning products.
- Improving and cleaning the school environment and planting vegetation.
- Purchasing school equipment manufactured using environmentally friendly technologies.
- Introducing Sustainability as a school subject.

Environmental education is a comprehensive undertaking. Under the guidance of school management, it involves the teaching staff, technical staff, student communities and parents, all working together to achieve the established objectives.

We intend to increase the financial resources available for environmental education by applying for environmental protection grants.

Trees have been planted in the school courtyard, and green vegetation and protective hedges have been established around the school building. The building has undergone a complete renovation, and specialised classrooms have been created, including dedicated physics and chemistry classrooms and a laboratory equipped with appropriate instruments and materials.

The school also has sanitary facilities that meet healthcare and hygiene requirements.

The assessment and evaluation of the school's environmental education activities differ from the methods used in other areas of school life.

In addition to conveying subject-specific knowledge, environmental education communicates a particular attitude and set of values concerning humanity's place in the world more explicitly than most other school subjects.

It is therefore recommended that an environmental attitude survey be conducted among the school's students.

The results of the survey are discussed by form tutors and subject teachers, who then use the findings to plan their subsequent activities.

The attitude survey is also conducted at the end of Year 11.

Subject-specific environmental content is incorporated into the local curricula of individual subjects and is assessed within this framework.

AREAS OF ENVIRONMENTAL EDUCATION AT OUR SCHOOL

During classroom lessons, we incorporate the relevant environmental protection aspects into the topics being studied.

We use a variety of interactive methods to communicate knowledge, while also placing considerable emphasis on independent learning and information gathering.

Traditional, audiovisual and digital information and presentation tools are all used to support the learning process. This creates opportunities for engaging and experience-based teaching.

We consider it important that our students acquire a solid theoretical foundation through activities outside the traditional classroom setting, including educational trips, forest school programmes, museum visits, extracurricular activities and competitions (e.g. the Pál Kitaibel Biology Competition and the Young Researchers' Club).

We organise a school day every year.

The school should strive to establish and maintain an extensive network of relationships both within and outside the institution.

ECO-SCHOOL

An important milestone in the history of Avicenna, demonstrating our commitment to continuous development, was receiving the prestigious Eco-School Award from the Hungarian Government on 7 June 2024. This designation recognises our status as an Eco-School for the following three years.

This means that we do not merely embrace sustainability as an overarching philosophy; we also put it into practice and make it a priority.

As reflected in the timeline published on our website, a series of activities will take place over the coming years, demonstrating how we, as teaching staff, non-teaching staff and students, actively contribute to raising environmental awareness and providing practical examples of what environmentally centred education means.

HUMAN RESOURCES	RESPONSIBILITIES
School Management	• Supports environmental education programmes. • Recognises and evaluates such activities as part of the school's quality assurance and improvement efforts. • Secures the necessary financial resources. • Develops an incentive system. • The deputy principal is responsible for reviewing and overseeing the joint work.
Teachers	• Develop environmental education content and incorporate it into their respective subjects as an integral part of the curriculum. • All subject teachers recognise that environmental education is a shared responsibility.

One Representative from Each Subject Department	• Supports and coordinates the implementation of the environmental education programme. • Provides opportunities to coordinate the programmes of different subject departments, including thematic weeks, campaigns, exhibitions and teaching plans. • Promotes cooperation among the subject departments.
Teacher Supporting the Student Council	• Is a member of the environmental education working group. • Maintains daily contact with students. • Performs a coordinating role.
School Doctor	• Delivers presentations on environmental hazards and healthy lifestyles.
Laboratory Technician (Position to Be Established in the Future)	• Ensures the proper storage and selective collection of chemicals. • Assists with laboratory preparation and outdoor educational activities. • Helps reduce teachers' workload while providing practical professional expertise.
Administrative Staff	• Support teachers by providing the administrative and organisational background necessary for individual programmes, including official correspondence and financial administration. • Participate in selective waste collection and resource conservation.

Technical and Maintenance Staff	• Ensure the material and technical conditions required for programmes. • Carry out regular maintenance and thermal insulation work. • Participate in greening initiatives, selective waste collection and composting.
Students	• Conduct independent research and initiate projects. • Actively participate in the organisation and implementation of programmes. • Explore and identify local values and assets. • Contribute to raising environmental awareness.
Parents	• Deliver presentations. • Contribute to the development of teaching and demonstration materials. • Provide financial support. • Identify external resources and partnership opportunities. • Actively participate in programmes. Environmental education extends beyond the walls of the school.

II.7. School Plan for Teaching Basic First Aid Skills

The objective of teaching basic first aid skills is to ensure that students:

- Understand the concept of first aid.
- Become familiar with the most important basic concepts of physiology and anatomy and learn to recognise emergency situations.
- Understand the physiological background and potential consequences of the most common injuries.
- Acquire the most fundamental first aid techniques.
- Become familiar with the structure and operation of the ambulance and emergency medical services.

- Learn when and how to call an ambulance.

KEY PRIORITIES RELATED TO THE ACQUISITION OF BASIC FIRST AID KNOWLEDGE

- Ensuring that students acquire up-to-date knowledge, together with the skills and practical competencies necessary to apply this knowledge in the field of basic first aid.
- Demonstrating basic first aid techniques to students and providing opportunities for them to practise these skills.
- Ensuring that students learn the most important basic first aid principles at a level appropriate to their age, both during regular lessons and other educational activities.

TASKS SUPPORTING THE IMPLEMENTATION OF BASIC FIRST AID EDUCATION

- Establishing cooperation with the local branch of the Hungarian Red Cross.
- Encouraging students to participate in extracurricular programmes related to first aid.
- Supporting teachers' participation in professional development courses focusing on first aid knowledge and skills.

The acquisition of basic first aid knowledge is primarily supported through the following forms of activity and the integration of relevant knowledge into the curricula of the subjects listed below.

Subject	Topics
Biology	Insect bites and stings; airway obstruction; arterial bleeding; comprehensive resuscitation.
Chemistry	Poisoning; injuries caused by chemicals; acid burns; burns; scalds; carbon monoxide poisoning.
Physics	Electric shock.
Physical Education	Falls from heights.

In addition:

- Once a year, we organise a first aid demonstration for students with the participation of a representative of the National Ambulance Service.
- Every year, we organise one educational session for students focusing on health protection, healthy eating or first aid.

The local curriculum specifies the content of first aid education for each subject and year group.

III. LOCAL CURRICULUM

Appendix to the Pedagogical Programme

The institution provides a school-based, bilingual Hungarian-English secondary grammar school education programme covering four or five years (four years plus a preparatory language year), preparing students for the secondary school leaving examination (Matura) and further higher education studies, and administering the relevant examinations.

In addition, the institution provides a four-year distance-learning programme within the framework of adult education.

The language of instruction is English in all subjects, with the exception of Hungarian Language and Literature and Modern Foreign Languages.

The institution may provide bilingual support to help students overcome any language-related or skills-related difficulties.

In addition to its core educational activities, the secondary school programme is supplemented by the activities specified in the institution's Foundation Charter.

III.1. Subject Timetables, Compulsory and Optional Classroom Activities

Timetable Structures / Timetables and Local Curriculum:

See the appendices.

Heti óraszám/évfolyam	**9/kny**	**9**	**10**	**11**	**12**
Magyar nyelv és irodalom	1	1	1	1	1
Irodalom	2	2	3	3	3
Matematika	1	3	3	3	3
Történelem		2	2	3	3
Állampolgári ismeretek					1
Természettudomány	1			2	
Kémia		2	2		
Fizika		2	3		
Biológia		3	2		
Földrajz		2	1		
Első élő idegen nyelv	18	5	5	5	5
Második idegen nyelv		3	3	3	3
Ének-zene		1	1		
Vizuális kultúra		1	1	1	
Dráma és színház					1
Digitális kultúra	3	2	1	2	
Testnevelés	5	5	5	5	5
Képességfejlesztés					
Célnyelvi civilizáció		1	1	1	1
Kötött célú órakeret				4	4
Osztályfőnöki	1	1	1	1	1
Kiosztott óraszám	**33**	**36**	**36**	**36**	**31**
Maximális óraszám	**34**	**36**	**36**	**36**	**36**

Our local curriculum has been developed in accordance with the guidelines governing bilingual education and the relevant framework curriculum regulations. The local curriculum for distance learning is based on the framework curriculum for adult education.

The learning outcomes and requirements for individual subjects correspond to the requirements of the intermediate-level secondary school leaving examination (Matura).

Certain subjects, particularly those with a low number of allocated teaching hours or those focusing on practical skills, may be organised in intensive blocks, modular formats or project-based learning structures. These arrangements are coordinated by the principal in consultation with the teaching staff and students.

In addition to the compulsory Matura examination subjects, we enable our students to prepare for advanced-level Matura examinations in selected subjects, including Mathematics, Physics, Chemistry, Biology and English.

Since 2021, our school has allowed students to choose any modern foreign language as their second foreign language subject. Such choices are assessed and approved by the principal on a case-by-case basis.

The calculation of the number of hours allocated to habilitation and rehabilitation is governed by Annex 6 of Act CXC of 2011 on National Public Education.

The required number of hours is determined by the number of students with special educational needs enrolled at the school, as well as the type and severity of their disabilities.

THE SCHOOL'S BILINGUAL EDUCATION CONCEPT

The school's bilingual education programme takes into account the fact that some students enter the institution with Hungarian as their mother tongue, while others do not.

For native Hungarian-speaking students, the educational priorities include preserving and developing their mother tongue while continuously improving their English language skills. The objective is to ensure that, after Year 9, students can successfully begin studying selected subjects in English and subsequently expand the range of subjects studied in the foreign language.

The range of subjects taught in a foreign language is determined in accordance with applicable legislation and the educational objectives of the school.

Given the school's emphasis on natural sciences and preparation for further studies in scientific fields, certain science subjects, in addition to Mathematics, are also taught in a foreign language.

During the preparatory language year, the thematic possibilities offered by foreign language instruction are also used to provide linguistic preparation for subjects introduced from Year 9 onwards.

Students whose Hungarian language proficiency is insufficient attend lessons in Hungarian as a Foreign Language. They are required to demonstrate their knowledge of the Hungarian Language and Literature curriculum through classification examinations.

When monitoring the language development of non-Hungarian-speaking students, we take into account the fact that Hungarian is the language of their surrounding environment, which provides additional motivation and support for their language acquisition.

A defining characteristic of bilingual education for both native Hungarian speakers and non-Hungarian speakers is that, from Year 9 onwards, they study together in the same learning groups.

This shared learning environment provides extensive opportunities not only for formal subject-based learning but also for non-formal learning.

The various extracurricular and off-campus programmes organised by the school also create opportunities for informal learning.

The essence of the school's educational concept is to create as many opportunities as possible for Hungarian and non-Hungarian students to develop friendships, enrich their relationships outside school and, where possible, encourage closer relationships between their families.

We also provide Hungarian as a Foreign Language instruction for students participating in our distance-learning programme.

SUBJECT SELECTION – OPTIONAL SUBJECTS

During Years 11 and 12, students may participate in optional subject classes.

Students must select their optional subjects for the following academic year during Years 10 and 11, by 20 May.

The school launches an optional subject course if at least three students apply.

The purpose of optional subject classes is to prepare students for the advanced-level Matura examination in the relevant subject.

Attendance at optional subject classes is compulsory, just as it is for all other lessons.

Students must study their selected optional subject throughout the entire academic year. They may withdraw from an optional subject only at the end of the academic year and with the principal's permission.

If a student selects a new optional subject in Year 12, they are required to take a supplementary examination covering the Year 11 optional subject curriculum.

The grade awarded for an optional subject is recorded separately on the student's school report.

III.2. Curriculum Content and Requirements

Detailed descriptions of the content and requirements of the subjects included in the Local Curriculum can be found in Appendix 1 of the Pedagogical Programme.

The detailed subject descriptions in the currently applicable Pedagogical Programme have been prepared in accordance with the guidelines of the current framework curriculum for secondary grammar schools, as defined by the relevant public education regulations.

The framework curriculum is available at:

https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/kerettanterv_gimn_9_12_evf

Detailed descriptions of the content and requirements of the distance-learning Local Curriculum can be found in Appendix 2 of the Pedagogical Programme.

https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat/iskolarendszeru_felnottoktatas

III.3. Principles Governing the Selection of Textbooks and Teaching Materials

The secondary school framework curriculum implemented at our institution includes the examination requirements for both intermediate- and advanced-level Matura examinations in the relevant subjects.

In accordance with these requirements, each subject department selects appropriate supplementary teaching materials (textbooks, workbooks, worksheets, reference materials, etc.) that correspond to students' age-related characteristics and proficiency levels.

PRINCIPLES GOVERNING THE SELECTION OF TEACHING MATERIALS

- Wherever possible, textbooks should be included in the official textbook list published by the ministry responsible for education.
- They should be professionally coherent and build upon one another.
- They should cover the requirements of the current National Core Curriculum and the approved local curriculum.
- They should develop logical thinking and encourage positive emotional development.
- Decisions concerning the purchase of existing textbooks, teaching materials, clothing and other equipment may not be changed during the academic year.
- The teaching staff decides annually on the method and extent of distributing the state funding allocated for textbook purchases.
- Teaching materials must comply with local subject programmes and students' age-related characteristics.
- Subject departments must consider the materials pedagogically and didactically appropriate.
- Materials should be visually appealing and provide effective illustrations.
- Prices should be reasonable, and the Parents' Association and Student Council should support their selection.
- Materials should contain up-to-date and practical knowledge.
- Their use should encourage independent student work and support active, practical learning and teaching.

An important fundamental principle concerns the language used in textbooks and teaching materials. Wherever possible, materials selected for lower year groups should be designed for students who are not native speakers of the language.

If no suitable alternatives are available on the textbook market, supplementary materials must be prepared or adapted (e.g. monolingual dictionaries, illustrations created together with students, videos, internet-based resources and dictionary support on laptops).

We also support students' learning by endeavouring to make textbooks for individual subjects available in their native languages through the school library.

LOCAL SPECIFICITIES

- When developing its library collection, the school gives priority to ensuring broad access to books and other resources for both teachers and students.

- The institution provides students in financial need with the opportunity to borrow textbooks for extended periods.

- By providing the necessary IT infrastructure, we continuously expand and develop the integration of digital learning materials into the teaching and learning process.

The textbook list is amended as necessary on the recommendation of the subject departments.

PRINCIPLES GOVERNING TEACHERS' SELECTION OF TEACHING TOOLS

- When is it appropriate to use physical objects, replicas or models for demonstration? When the actual object can be presented and is readily accessible (e.g. a skeleton or an anatomical model).

- When is visual demonstration using still images effective? When a topic does not require a three-dimensional presentation or the demonstration of movement (e.g. wall charts, photographs, drawings and slides).

- When is the use of audio materials appropriate? When the subject teacher wishes to rely on spoken communication or music (e.g. a recording of a performer reciting poetry or listening to a foreign-language text).

- When is moving-image presentation, such as video, effective? When the teacher wishes to demonstrate movement as part of an event or present knowledge in a realistic and authentic manner.

- Information technology becomes an indispensable tool in language education based on communication, alongside the language laboratory.

- Numerous educational software programmes and digital tools support the teaching of Mathematics, Physics, Literature and other general education subjects. These should be used whenever appropriate, while maintaining a proper balance in the use of different presentation methods.

- The teacher's primary tool remains human language, effective communication and the teacher's own personality.

III.4. Assessment, Progression and Examinations

III.4.1. Assessment of Subject-Specific Performance

Assessment is always individualised, objective and based on the school's academic requirements.

We consider it important that assessment should have a motivating and developmental effect on students rather than serving a disciplinary purpose.

Assessment must be continuous.

Students are assessed using the traditional five-point grading scale. The subject teacher is responsible for assigning grades in their subject.

If the average of the grades recorded in the electronic gradebook differs significantly, to the student's disadvantage, from the final grade awarded by the subject teacher, the teacher must justify this discrepancy at the grading conference.

If the conference does not accept the teacher's justification, it may amend the final grade in the student's favour.

Depending on the subject, assessment may be oral, written or practical.

In assessing performance during the academic year, priority must always be given to the diagnostic and formative functions of assessment.

Every written assessment must be followed by an oral discussion.

Both the discussion and the oral assessment should be used to identify the learning styles, strategies, methods and tools that contributed to the student's performance.

In every case, alongside positive, encouraging and supportive feedback, students must also receive advice on maintaining effective learning strategies and addressing any difficulties or shortcomings.

The extent to which assessment discussions are made public must be determined with due regard for students' personal rights and individual characteristics.

In the case of new students, students with persistent learning difficulties, students experiencing language-related problems and those transferring from different educational systems, the teacher, acting as an expert in teaching and learning, provides the necessary support following an initial assessment of their educational background and circumstances. This support continues for as long as necessary.

Oral assessment primarily serves to draw students' attention to their progress and to motivate them.

In oral examinations, the assessment criteria vary depending on the nature of the subject.

The general requirements outlined below may serve as guidelines for assessment.

Assessment systems for individual subjects must be harmonised within each subject department.

The assessment approach and practice arising from bilingual education and the students' different mother tongues are fundamental aspects of our educational work.

The key principles are individualised assessment, continuous support and acceptance of differences in the pace of development of students' language skills.

As a general rule, when a student is not yet able to progress at the expected level in the language of instruction, the use of a monolingual or bilingual dictionary is permitted. Additional time must be provided for written assignments, and teachers may rephrase

questions or provide limited linguistic assistance to ensure that students are assessed on their subject knowledge rather than solely on their language proficiency.

GENERAL CRITERIA FOR GRADES

- **Excellent (5):** The student has a comprehensive understanding of the areas covered by the subject requirements, demonstrates a clear grasp of fundamental content and relationships, identifies essential concepts and is capable of solving problems. Any gaps in knowledge can be independently addressed with minimal guidance.
- **Good (4):** The student understands the main relationships between topics and has only minor gaps in knowledge. They can identify essential concepts, although their answers may occasionally lack precision. Any shortcomings can be effectively addressed with assistance.
- **Satisfactory (3):** The student knows individual details, can describe phenomena and solve parts of assigned tasks, and can expand their knowledge with assistance. However, they are not yet able to integrate the material comprehensively and have difficulty recognising relationships between concepts.
- **Pass (2):** The student possesses basic knowledge and can describe phenomena but has shortcomings in interpreting them. They have not yet reached the level of understanding partial relationships, although their existing knowledge provides a foundation for further development.
- **Fail (1):** The student's knowledge does not reach the minimum level required for a pass.

These general expectations may differ from subject to subject.

Grades awarded in supplementary examinations and classification examinations correspond to the grading scale used for the intermediate-level Matura examination:

- 0–24%: Fail
- 25–39%: Pass
- 40–59%: Satisfactory
- 60–79%: Good
- 80–100%: Excellent

ASSESSMENT SYSTEM OF THE ENGLISH LANGUAGE DEPARTMENT

Short Tests

- 0–49%: Fail (1)
- 50–59%: Pass (2)
- 60–74%: Satisfactory (3)
- 75–89%: Good (4)
- 90–100%: Excellent (5)

Major Tests

- 0–39%: Fail (1)
- 40–55%: Pass (2)

- 56–69%: Satisfactory (3)
- 70–84%: Good (4)
- 85–100%: Excellent (5)

The school maintains an electronic register (e-KRÉTA) to record classroom progress and student assessment.

Students' grades and information concerning their academic progress, performance and conduct are recorded in this system.

Teachers are required to enter grades into the electronic register immediately after communicating them to students.

Based on their student status, all students are entitled to the following rights.

EVERY STUDENT HAS THE RIGHT TO:

- Participate in academic competitions.
- Write no more than two major tests or comprehensive assessments on any given day, wherever possible.
- Receive corrected written assignments no later than 10 working days after completing them. If this deadline is not met for reasons attributable to the teacher, the student may decide whether to request that the assignment be declared invalid. If the student chooses this option, they must write a replacement test during the next lesson. If the student fails to complete the replacement test for reasons attributable to themselves, the grade awarded for the original test will apply.
- Be informed of the date and topics of major tests and comprehensive assessments at least one week before they take place. This advance notification requirement does not apply to other forms of assessment.
- Receive a minimum number of grades in each semester equivalent to the subject's weekly number of lessons plus one, distributed proportionately throughout the semester. For students in the Year 9 preparatory language class (Pre-9), the required number of grades is adjusted proportionately according to their date of enrolment; however, at least three grades are required per semester.
- Take subject examinations at the end of the academic year in the designated subjects. Subject teachers must inform students of the topics and formats of these examinations at least one month in advance.
- Have their performance assessed by the subject teacher through grades. The school allows weighted grading. The weighting is as follows: major tests/comprehensive assessments carry a weight of 200%, while semester-end and end-of-year examinations carry a weight of 250%.
- Achieve a minimum average of 2.00 in order to receive a passing grade in semester-end and end-of-year assessments.
- Receive a substantive response to legal or administrative questions addressed to school management or the form tutor within 15 days.

When developing our distance-learning system (Appendix 2), we paid particular attention to ensuring that it is suitable for managing both written and oral assessments, as well as the statutory requirements relating to examinations taken during the course of studies.

III.4.2. Written and Oral Student Assessments

III.4.2.1. The Role and Weight of Written Assessments in the Evaluation Process

Written assessments (tests and assignments) play an important role in measuring and evaluating students' knowledge, alongside oral assessments and examinations.

Compared with the oral examination of subject knowledge, written assignments provide teachers with a more comprehensive picture of the depth to which students have mastered the curriculum.

They also provide an opportunity to assess students' written communication skills, spelling accuracy and writing style, taking into account the learning principles of bilingual education.

The Organisation and Limitations of Written Assessments

Since the methods and possibilities for assessing the fulfilment of subject requirements differ considerably from one subject to another, our school has not established general rules concerning the compulsory frequency or specific types of written assessments.

Every teacher strives to assess students' knowledge as thoroughly and frequently as possible.

Through these assessments and other forms of evaluation, we also aim to help students express their thoughts accurately, correctly and coherently, both in writing and orally.

A teacher may not administer another major test until the previous one has been marked, returned to students and discussed with them, and until advice and assistance have been provided to address any identified gaps in knowledge.

III.4.2.2. Principles for Assigning Written and Oral Homework

Home preparation is an important factor in achieving good academic performance.

Since students at our secondary school are required to master a considerably greater volume of material than is typical at an average secondary school, independent study at home plays an even more important role.

As a general principle, subject teachers discuss homework assignments with students while taking into account the need to distribute students' workload evenly and the requirements of their other subjects.

In addition to oral examinations, oral preparation may also be supported through short presentations delivered by students on specific topics, group projects and student reports.

III.4.3. Assessment of Conduct and Diligence (Daytime Education)

The subject teacher is responsible for assessing a student's academic performance and assigning semester and end-of-year subject grades.

Based on the opinions of the teachers working with the class, the form tutor and the students propose grades for conduct and diligence. The final decision is made by the grading conference.

Commendations and disciplinary remarks must also be taken into consideration.

III.4.3.1. Criteria for Assessing Conduct

The criteria for assessing conduct include:

- Behaviour and manner of communication with classmates and adults.
- Activities carried out within and outside the school that enhance the school's reputation through academic, cultural and sporting achievements.
- A sense of responsibility towards oneself, classmates, one's work and work equipment, and the school's facilities.
- Independence and positive initiative.

Exemplary Conduct (5)

A student receives an exemplary conduct grade if they meet all of the following criteria:

- Complies with the school's rules and regulations.
- Consciously accepts and fulfils the school's expectations.
- Sets a positive example through their behaviour towards teachers and fellow students.
- Takes on community responsibilities and carries them out conscientiously, achieving outstanding results.
- Is active and takes initiative, participating in the activities of the school community.
- Has no disciplinary sanctions, or at most has received a subject teacher's warning.
- Has no more than nine unexcused lesson absences.

Good Conduct (4)

A student receives a good conduct grade if they:

- Comply with the school's rules and regulations.
- Carry out assigned responsibilities conscientiously.
- Have no more than ten unexcused lesson absences.
- Have received no more than one form tutor's warning and no more serious disciplinary sanction.
- Behave appropriately towards teachers and fellow students.

Satisfactory Conduct (3)

A student receives a satisfactory conduct grade if they:

- Violate the school's rules and regulations.
- Display behaviour towards teachers or fellow students that gives cause for concern.
- Have no more than nineteen unexcused lesson absences.
- Have received several subject teacher's warnings or a form tutor's reprimand or formal warning.

Unsatisfactory Conduct (2)

A student receives an unsatisfactory conduct grade if they:

- Repeatedly and deliberately violate the school's rules and regulations.
- Repeatedly disrupt classroom activities through their behaviour.
- Display seriously disrespectful behaviour towards adults and fellow students, or have received a reprimand from the principal or the teaching staff.
- Have twenty or more unexcused lesson absences.

III.4.3.2. Criteria for Assessing Diligence

The criteria for assessing diligence include:

- Participation and activity during lessons and school activities.
- Academic performance.
- Participation in regular independent activities outside lessons, such as student clubs and competitions.

Exemplary Diligence (5)

A student receives an exemplary diligence grade if they:

- Make an effort to fulfil their academic obligations in accordance with their abilities, or achieve outstanding results in particular subjects or competitions.

- Participate actively and regularly in lessons.

- Significantly improve their academic performance.

Good Diligence (4)

A student receives a good diligence grade if they:

- Fulfil their academic obligations and prepare consistently.
- Work reliably during lessons.
- Have no more than a few grades of satisfactory (3) in their semester or end-of-year results.

Satisfactory Diligence (3)

A student receives a satisfactory diligence grade if they:

- Do not fulfil their academic obligations consistently.
- Work irregularly during lessons.
- Have several grades of pass (2) among their semester or end-of-year results.
- Significantly deteriorate in academic performance.

Poor Diligence (2)

A student receives a poor diligence grade if they:

- Regularly fail to fulfil their academic obligations.
- Receive a failing grade in a subject at the end of a semester or academic year.

The grading conference is responsible for determining students' conduct and diligence grades.

When assessing conduct, the conference must take into account students' behaviour during and outside lessons, their participation in community activities, any unexcused absences and any disciplinary sanctions.

Based on the criteria outlined above, and taking into consideration the student's individual characteristics, the learning and behavioural expectations at their previous school, and typical elements of their cultural background, the form tutor may also submit a recommendation to the teaching staff that differs from the general criteria.

When determining conduct and diligence grades, students must also be given the opportunity to express their own reflections and opinions regarding their performance.

The teaching staff makes the final decision on the proposed grade by voting.

III.4.4. Conditions for Progression to the Next Year Group

Students' English and Hungarian language proficiency (in the case of students whose mother tongue is not Hungarian) acquired during the preparatory language year is assessed.

If a student's language proficiency does not reach the level required to study subjects confidently in the target language, the school may offer developmental support, after which the student may be required to take a supplementary examination or repeat the academic year.

For other subjects during the preparatory language year, and for all subjects in subsequent year groups, teachers assess whether students have fulfilled the subject requirements based on their academic work and grades throughout the academic year.

A student who has achieved at least a passing level in the annual curriculum may progress to the next year group.

A student who receives a failing grade in one to three subjects at the end of the academic year may take supplementary examinations in August, before the beginning of the next academic year.

Following successful completion of the supplementary examination, the student may continue their studies in the next year group.

If the student also fails the supplementary examination, they are required to repeat the year group.

Students who receive failing grades in more than three subjects at the end of the academic year are also required to repeat the year group.

In order to progress to a higher year group and have their end-of-year grades determined, students must take a classification examination if:

- The principal has exempted them from attending classroom lessons.
- The principal has authorised them to complete the academic requirements in one or more subjects within a shorter period than normally prescribed.
- They have been absent from more than 30% of the lessons actually held in a particular subject.
- Their total number of excused and unexcused absences exceeds 250 lessons.

The teaching staff decides on classification examinations at the semester-end and end-of-year grading conferences.

If the number of absences exceeds the prescribed limit during the first semester, the decision must be made within two weeks following the end of the semester.

III.5. Procedures for Internal Supervision of Educational and Teaching Activities

III.5.1. General Rules of Supervision

Teachers, students, parents and their representatives participate in preparing, implementing and supervising decisions relating to educational and teaching activities.

Detailed rules governing the supervision of educational and teaching activities, pedagogical administration and financial operations are set out in the Internal Supervision Regulations.

The fundamental principle of supervision is that it must always be carried out with the knowledge of the person or party being supervised.

III.5.2. Persons Responsible for Supervision

The Principal and Deputy Principal(s)

They supervise any area of school operations in accordance with their job descriptions or other assigned responsibilities.

Every year, they check whether newly qualified teachers comply with curriculum requirements and the rules governing grading and assessment.

The principal's supervisory activities are linked to pedagogical inspections and professional advisory assessments.

The findings and experiences arising from these inspections are reported to the teaching staff.

Heads of Subject Departments

They supervise activities related to their respective subjects in accordance with their job descriptions.

They report on their supervisory activities to the teaching staff, school management and their subject departments, in accordance with the annual work plan.

Form Tutors

They supervise matters relating to the daily life of their classes and monitor the recording of late arrivals, absences and grades, as well as the maintenance of the class register.

Form tutors are responsible for recording students' absences, including unexcused absences, and notifying parents.

In the case of students subject to compulsory education, the form tutor directly informs the parents of the first and tenth unexcused absences. The eleventh unexcused absence is reported to the competent municipal clerk.

Parents have three working days to provide justification for absences (up to a maximum of eight parental justifications per academic year), while medical certificates may be submitted within one week.

The form tutor is responsible for validating students' absence justifications within their own authority, in consultation with the principal.

After twenty days of unexcused absence or a total of 250 days of absence, the student's legal student status at the institution is terminated.

III.6. Two-Level Secondary School Leaving Examination (Matura)

The school prepares students for the intermediate-level Matura examination in general education subjects during regular classroom lessons.

At the time of enrolment, the selected educational track includes preparation for the advanced-level Matura examination.

The school organises examinations in the subjects included in its local curriculum during the May examination period, in accordance with the provisions of the Matura Examination Regulations in force at the time.

Matura Examination Topics
Our institution determines the topics covered by the two-level Matura examination in accordance with the provisions of the applicable public education legislation.

The examination subjects and their descriptions in force during the period covered by the current Pedagogical Programme are available at:

https://www.oktatas.hu/kozneveles/erettsegi/erettsegi_vizsgatargyak#1

Selection of Matura Examination Subjects

The school organises intermediate-level Matura examinations in every examination subject included in the local curriculum.

The school provides preparation for advanced-level Matura examinations in the following subjects:

- English Language.
- Biology.
- Chemistry.

IV. FINAL PROVISIONS

IV.1. Effective Date

At its meeting held on 28 August 2026, the teaching staff adopted the Pedagogical Programme, as documented in the attached attendance sheet and minutes, with effect from 1 September 2026.

IV.2. Review

Unless otherwise provided by law, the Pedagogical Programme shall be reviewed at least once every five years.

IV.3. Amendments

Amendments shall take effect immediately in the event of changes in legislation, amendments to the Foundation Charter or changes to other institutional responsibilities.

IV.4. Availability of the Pedagogical Programme

Interested parents and students may consult public-interest school documents, including the Pedagogical Programme, at the following locations:

- School library: Documents are available for consultation during opening hours.
- School website: www.avicenna.hu
- Principal and form tutors: Information may also be provided during parent-teacher meetings and consultation hours.

Our documents are also available in English to all interested parties.

IV.5. Approval by the Principal

I hereby approve the Pedagogical Programme pursuant to Section 26(1) of Act CXC of 2011.

Budapest, 31 August 2026



Fanni Durucskó
Acting Principal

IV.6. Maintainer's Consent

I hereby grant the consent required for the entry into force of provisions that entail additional obligations for the maintainer.

Budapest, 31 August 2026

The Maintainer

Avicenna Oktatás Támogató Non-Profit Kft.
1089 Budapest, Orczy út 3-5.
Adószám: 27450068-2-42

V. APPENDICES

The opinions and consent of the Parents' Association, the Student Council and the Employee Community concerning the Pedagogical Programme are documented in Appendices 1–3 of the Pedagogical Programme.

Appendix No. 2

Opinion of the Parents' Association on the Pedagogical Programme of Avicenna International College Hungarian-English Bilingual Secondary Grammar School

The Parents' Association of Avicenna International College Hungarian-English Bilingual Secondary Grammar School hereby expresses its opinion prior to the adoption of the Pedagogical Programme.

The Parents' Association agrees with the school's programme, its pedagogical principles, the defined direction of education and teaching, and the content of the programme.

Budapest, 31 August 2026

Chairperson of the Parents' Association

Appendix No. 3

Opinion of the Student Council on the Pedagogical Programme of Avicenna International College Hungarian-English Bilingual Secondary Grammar School

The Student Council of Avicenna International College Hungarian-English Bilingual Secondary Grammar School, exercising its right under Section 120(4) of Decree 20/2012 (VIII. 31.) of the Ministry of Human Resources (EMMI), hereby expresses its opinion prior to the adoption of the Pedagogical Programme.

The Student Council agrees with the school's Pedagogical Programme.

Hamami Karim

Budapest, 31 August 2026

President of the Student Council

Appendix No. 4

Opinion of the Employee Community on the Pedagogical Programme of Avicenna International College Hungarian-English Bilingual Secondary Grammar School

The Employee Community of Avicenna International College Hungarian-English Bilingual Secondary Grammar School hereby expresses its opinion prior to the adoption of the Pedagogical Programme.

The Employee Community agrees with the school's Pedagogical Programme.

Budapest, 31 August 2026

Fanni Durucskó
Acting Principal