



REPÚBLICA
PORTUGUESA

EDUCAÇÃO, CIÊNCIA
E INOVAÇÃO

Direção de Serviços Região Lisboa e Vale do Tejo



172200

Educational project 2024-2027

Agrupamento de Escolas Professor Ruy Luís Gomes

O mundo ganha sentido aqui

The world makes sense here. The world finds its meaning
here

Condensed version. For the full version, which also includes links and attachments, please consult the group's official page.

Summary

The Educational Project of the Professor Ruy Luís Gomes School Group emerges from a deep collective reflection on its mission, results, and history. Over the years, the school has adapted to various changes, including fluctuations in student enrollment and teacher availability, as well as an increase in foreign and special needs students.

The project aims to enhance educational quality and provide an excellent learning environment for all students. It emphasizes collaboration, innovative teaching methods, and a focus on diverse learning experiences. The school values diversity, equity, and the holistic development of students, promoting active citizenship and critical thinking.

Challenges include integrating more students with special needs and managing a diverse population. The school also seeks to improve internal communication and reduce bureaucratic burdens for teachers. Overall, the project outlines strategic objectives and actions aimed at fostering an inclusive and dynamic educational community.

Introduction

The Educational Project of the Professor Ruy Luís Gomes School Group results from a deep collective reflection on our mission, our outcomes, and our history.

In this century alone, we have witnessed the reconstruction of the school, the integration of primary and pre-school education into the Group, the decrease and increase in the number of students, the shortage and surplus of teachers, an unprecedented rise in foreign students and students with special needs, and changes in program names, policies, and even paradigms.

The whole world is made up of change.

At the beginning of the century, largely due to the socioeconomic context, dropout and failure rates were significant, and fewer students completed secondary education and entered higher education.

Over time, the situation has changed, and currently, retention rates are lower, and in secondary education, they are minimal. Our educational response has focused on improving outcomes and promoting inclusion and equity.

It is now time to change and improve once again.

This project aims to be a working tool and a source of inspiration that leads to the improvement of the quality of success and to providing an excellent education for all.

Here, we define strategic objectives that are important to us, with achievable goals. We outline the common path that aims to create a motivating learning environment, adapted to the specific needs of our students, providing them with tools and opportunities for their full development.

Project Development Methodology

With the conviction that the school is what we all make of it, this Educational Project results from the teamwork that conducted an updated characterization of the environment, students, and resources; carried out a current diagnosis of the teaching-learning situation; consulted the educational community on perceptions at the pedagogical-relational level, resources and equipment, organizational aspects, external factors, and other relevant considerations; analyzed and shared the data with various areas; and actively sought everyone's participation in defining strategic objectives, goals, specific actions, criteria, and evaluation indicators.

School Identity

Our Vision

Our vision is to create a vibrant and collaborative school community where every student, regardless of their background or educational needs, finds opportunities to grow and thrive.

We want to be recognized for educational innovation, the success of our students, and our positive impact on the community.

Our Mission

The School Group's mission is to promote an environment where everyone feels valued, motivated, and supported in their learning process, enabling each individual to reach their full potential. We value diversity, equity, and the holistic development of the student.

We work cohesively and intentionally to shape citizens with a critical mindset, who are increasingly knowledgeable, informed, autonomous, responsible, supportive, and committed to building a more just and equal society.

Our Values

In our School Group, we help children and young people to value responsibility and integrity, respecting themselves and others; we prioritize excellence and high standards, encouraging students to aspire to well-done work, precision, and self-improvement; and we advocate for freedom centered on mutual respect, free choice, and the common good.

Our priorities include scientific rigor, truth, effort, and hard work. We also emphasize the cultivation of a critical and creative mindset and uphold the humanistic principles of dignity, equality, and democracy.

The Patron

Ruy Luís Gomes, our patron and constant source of inspiration, stood out not only for his academic excellence but also for his profound humanism. Throughout his life, he tirelessly defended freedom, human rights, and social justice. Even when facing political persecution during the Estado Novo regime, he upheld his convictions, fighting for the democratization of education and universal access to learning.

Ruy Luís Gomes believed that science and education were powerful tools for social transformation and the building of a more just and equal society.

Ruy Luís Gomes left a legacy that combines scientific rigor and a strong work ethic with civic engagement and the fight for dignity and equality. It is a life and path we recognize, promote, defend, and, above all, strive to apply.

The School Group

Built in an area of farms on the outskirts of the city of Almada, our school began operating in the 1974/1975 academic year, at which time it was named Laranjeiro Secondary School.

In 2001, by decision of the majority of the educational community and with the approval of the Ministry of Education and the Almada City Council, it was renamed after the distinguished educator and mathematician, Professor Ruy Luís Gomes.

In the 2007/2008 school year, the school became the headquarters of a Vertical School Group, incorporating the 2nd cycle and integrating three primary schools and their respective kindergartens: EBI/JI of Laranjeiro nº 1, EBI/JI Alexandre Castanheira, and EBI/JI of Alfeite.

In 2011, the total reconstruction of the Secondary School with 2nd and 3rd Cycles, Professor Ruy Luís Gomes, was completed.

We are a School Group open to the world, which, under the coordination of the educational services provided by the School Library, actively participates in local, national, and international programs with students from all educational levels.

Our educational offerings range from pre-school to secondary education, with options in Science and Technology, Socioeconomic Sciences, and Languages and Humanities. In addition to regular education, we offer professional courses in areas such as Tourism, Photography, and Sales, as well as an education and training course.

We also have students in home schooling, articulated education, and provide specialized units for structured teaching and support for multiple disabilities, thus ensuring an inclusive and diverse education.

Condensed version. For the full version, which also includes links and attachments, please consult the group's official page.

Welcoming students of various nationalities requires integration strategies that facilitate understanding of our history and practices, encouraging active participation from everyone. In 2024, 33.1% of our students are of other nationalities.

It is worth noting that the stability of the teaching staff, so important for fulfilling our mission, has in recent years been increasingly replaced by greater mobility.

Where We Are

The Union of Parishes (UF) of Laranjeiro and Feijó, formed by the former parishes of Laranjeiro and Feijó, has a total population of 39,584 inhabitants (2021 Census).

The parish is home to cultural facilities and public and private services. There are places of worship for various religions, as well as green spaces and leisure areas accessible to all.

The majority of the resident population comes from the southern part of the country. In the 1980s, there was a migration surge from Portuguese-speaking African countries and Asian countries. In the 1990s, the population structure changed again due to the Special Resettlement Program for Roma families. In recent years, there has been a significant increase in the foreign population from all continents, which once again significantly alters the socioeconomic structure of the parish.

In addition to the increase in foreign residents, the demographic portrait of the parish also reveals an aging population (23% are over 65 years old, and only 12% are under 14 years old). The 2021 Census indicates that our area is above the national average in terms of unemployment rate and the number of beneficiaries of Social Insertion Income, and it is below the national average in terms of employee wages.

In 2021, in the UF of Laranjeiro and Feijó, 29.4% of the population aged 15 or older completed secondary (and post-secondary) education. However, 5.1% of the population has no formal education, and 52% completed only the 3rd Cycle of Basic Education.

Areas of Intervention

An updated assessment allows us to identify strengths, which we consider as assets and resources to leverage, weaknesses, where we have identified our main issues, and challenges, which justify the priority areas we aim to address.

Strengths and Resources

As key strengths, we highlight the fact that within our School Group there is a healthy working environment, which strengthens communication and trust, as well as a true spirit of mutual support. The dedication of our teachers is evident, as they genuinely support their students, implementing innovative teaching methods that enrich the educational experience and contribute to stronger outcomes. The broad scope of our projects opens doors to the world for our students. The hard work, dedication, and

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commitment of our students are recognized through permanent exhibitions of their work, which not only encourages creativity but also serves as a source of pride in their efforts, reinforcing a sense of belonging and offering diverse learning opportunities. Our School Group is equipped with good facilities and functional classrooms, with common areas that are consistently well-maintained, spacious, clean, attractive, and well-organized. Lastly, the simplification of bureaucratic processes has allowed teachers to focus more on teaching and less on administrative tasks.

Identification of Key Problems

As weaknesses, we perceive the quality of educational success as a constant concern, evident in students' results in both internal and external assessments. Additionally, issues of indiscipline result in a less controlled and more challenging environment for teachers.

Challenges

We highlight four challenges that we wish to embrace: the increase in students with special educational needs; the high number of foreign students we welcome each year in the School Group, as well as their integration; difficulties in transitioning between educational cycles; and internal communication.

Objectives and Actions

Improve the quality of educational success.

- Implement strategies to increase reading proficiency among students by the end of the first cycle.
- Develop collaborative work intentionally and across the board in the preparation, implementation, and evaluation of assessment tools (organized by grade levels and reviewed for adjustments and improvements).
- Diversify assessment modalities and instruments.
- Gradually integrate more dynamic and interactive learning experiences.
- Create differentiated plans for students above and below the expected average.

Promote active citizenship, humanistic values, and the principles of responsibility and rigor.

- Continue to develop activities and projects ([atividades e projetos](#)) that open the school to the world and bring the world into the school—local, national, international, cultural, ecological, artistic.
- Continue to develop activities and projects that promote active citizenship.

- Celebrate the School Group Day ([Dia do Agrupamento](#)), giving visibility to students and the projects they develop.
- Promote informational sessions on the responsible and critical use of diverse information sources and information and communication technologies.

Encourage responsible and civic behaviors.

- Continue the "School Without Bullying" project.
- Give visibility to students on the Honor Roll.
- Clarify, prioritize, and streamline disciplinary procedures.
- Ensure continuous training for teachers focused on conflict management in the classroom.
- Ensure continuous training for operational assistants.

Improve internal and external communication systems.

- Make the digital calendar more accessible, where all activities, meetings, events, and deadlines are marked and visible to everyone.
- Promote school activities and student achievements through all possible channels.

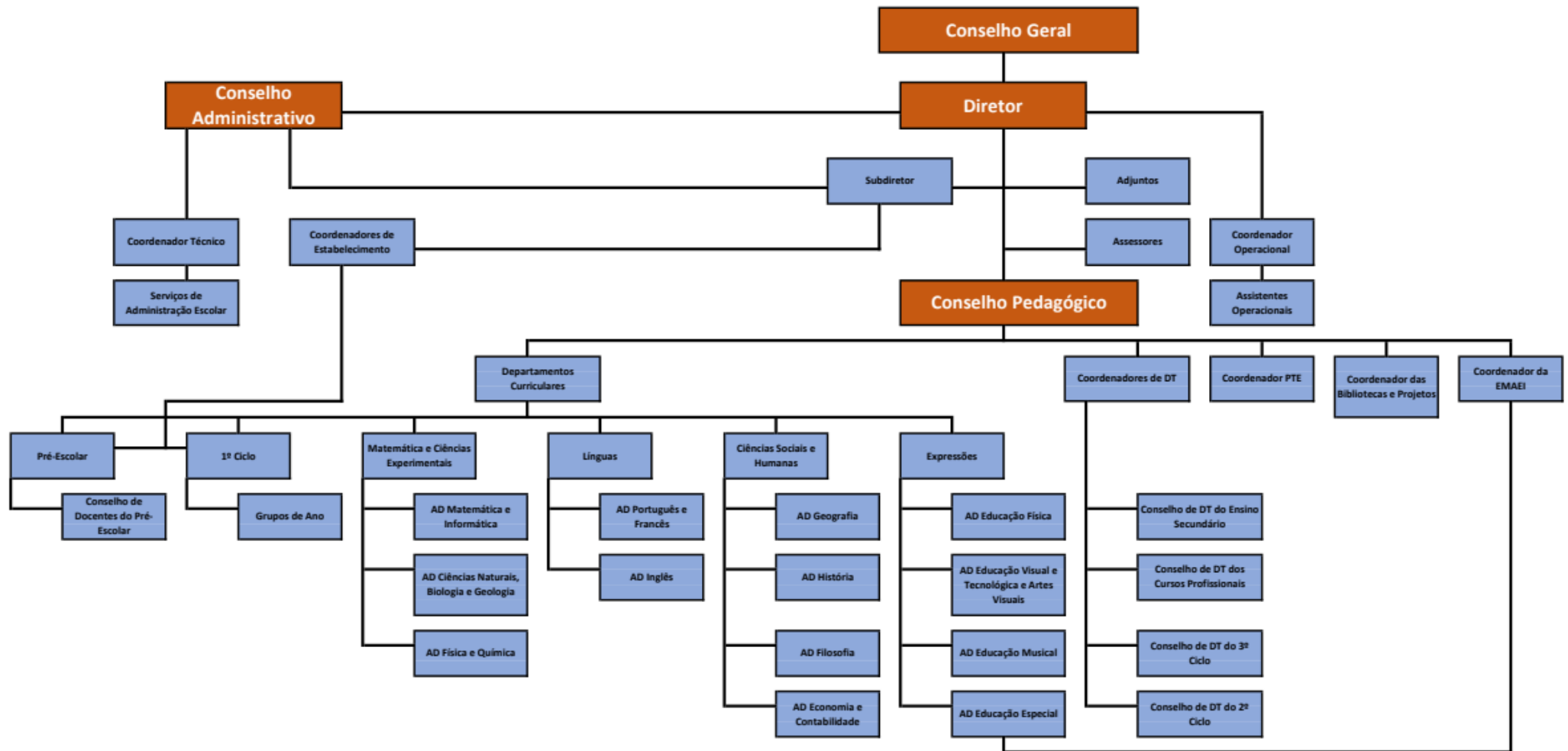
Evaluation

Evaluation is not an end in itself, but an integral part of the cycle that allows for adjustments. In our School Group, the self-evaluation team will conduct ongoing formative evaluation of the Project, resulting in annual reports with proposals for any changes or reformulations.

Dissemination

The School Group's webpage publishes the digital and interactive version. It is available as a reference and for consultation in all digital archives of the Departments.

10 | Anexos



Estrutura Organizacional (Organograma)

Infraestruturas e recursos materiais

Escola	EBS Professor Ruy Luís Gomes	EB nº1 do Alfeite	EB nº1 do Laranjeiro	EB Alexandre Castanheira
Infraestruturas				
Salas de Aula	38	Regulares: 3 Adicionais: 2	12	8
Sala para tempos livres	1			
Salas de pequenos grupos	2			
Salas Pré-Escolar		Regulares: 2 Adicionais: 2	3	3
Laboratórios	6			
Salas de EM, EVT, EV, ET	1+2+2+1			
Oficina de ET	2			
Sala/Oficina TIC	4			
Espaços para Educação Física	Exterior: 3 Interior: 2 (Ginásio e Pavilhão)	Interior: 1	Exterior: 1 Interior: 1 (Ginásio)	Exterior: 1 Interior: 1 (Ginásio)
Unidade Especializada	1		2	
Sala CHSB	1			
Sala de Professores	1	1	1	1
Auditório	1			
Biblioteca	1	1	1	1
Sala Polivalente	1		1	1
Gabinetes de Trabalho	6		2	1
SPO, Sala de Primeiros socorros, Sala de Atendimento de pais e E.E., Sala da associação de pais e E.E., Sala de Direção/Coordenação	1 de cada	Direção/ Coordenação: 1	Direção/ Coordenação: 1	Direção/ Coordenação: 1
Cozinha/Refeitório, Cafetaria, Loja escolar, Serviços administrativos	1 de cada	Cozinha/ Refeitório: 1	Cozinha/ Refeitório: 1	Cozinha/ Refeitório: 1

Oferta formativa

Oferta Regular	Outras Ofertas
Pré-Escolar	Unidade Especializada de Ensino Estruturado
1.º Ciclo	Unidade Especializada de Apoio à Multideficiência
2.º Ciclo	Curso de Educação e Formação Operador de Jardinagem
3.º Ciclo	Alunos em Ensino Doméstico/Articulado
Ensino Secundário:	Cursos de Ensino Profissional:
• Ciências e Tecnologias	• Técnico de Vendas
• Ciências Socioeconómicas	• Técnico de Turismo
• Línguas e Humanidades	• Técnico de Fotografia

Recursos humanos

Pessoal não docente				Técnicos especializados		
Assistentes	Quadro	Contratado	Total	Função	Contratado (horas/semana)	Contratado (horas/semana)
Técnicos	9	1	10	Psicólogo	35	112
Operacionais	53	2	55	Fisioterapeuta	-	80
				Psicomotricista	-	253
TOTAL	62	3	65	TOTAL	35	445

Pessoal docente				
Departamento Curricular	Grupos de Recrutamento	QE/QA/QZP	Contratados	Total
Pré-Escolar	100	7	8	15
1.º Ciclo	110/120	33	6	39

Matemática e Ciências Experimentais	230/500/510/520/550	29	6	35
Línguas	200/220/300/320/330	26	3	30
Ciências Sociais e Humanas	290/400/410/420/430	13	8	21
Expressões	240/250/260/530/600/620/910	22	15	37
TOTAL		130	47	177

Caracterização dos alunos

	Pré-Escolar	1º Ciclo	2º Ciclo	3º Ciclo	Secundário	Total
2021/2022	192	557	324	436	180/78**	1767
2022/2023	200	573	289	446	199/75**	1782
2023/2024	246	629	279	455+9*	237/62**	1898

*CEF

**Profissional

Alunos que beneficiam de apoio socioeconómico - ASE			
	2021/2022	2022/2023	2023/2024
Escalão A	37%	35%	34%
Escalão B	17%	19%	17%
Total	54%	54%	51%

Alunos com Kit Digital atribuído, no âmbito do Programa Escola Digital			
2020/2021*	2021/2022	2022/2023	2023/2024
49%	78%	87%	78%

* Em 2020/2021, os kits digitais destinavam-se apenas a alunos com ASE. Os 49% dos alunos do Agrupamento com kit digital correspondiam a 93% dos alunos com ASE nesse ano letivo.

Alunos com Necessidades Especiais					
	EBSPLRG	EB n.º 1 do Alfeite	EB n.º 1 do Laranjeiro	EB Alexandre Castanheira	Total
Pré-Escolar		2	4	3	9
1.º Ciclo		7	24	13	44
2.º Ciclo	21				21
3.º Ciclo	18				18
Secundário	7				7
Total Ensino Regular	46	9	28	16	99
Unidade Multideficiência	12			4	16
Ensino Estruturado				7	7
Total de Outras Ofertas	12	0	0	11	23
Total Geral	58	9	28	27	122