



Pakistan Urdu School Bahrain
Isa Town - Kingdom of Bahrain
Three Years Strategic Plan (April 2024 - March 2027)

ENTER TO LEARN – LEAVE TO SERVE

Planned By
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Pakistan Urdu School Bahrain Strategic Plan April 2024 - March 2027

Introduction

Pakistan Urdu School Bahrain was established in 1956 to serve the communities in Bahrain. The school follows Oxford University Press Curriculum for its internal examinations and is affiliated to FBISE, Islamabad for SSC & HSSC certification. The school conducts National Subjects exams and emphasis on Arabic both as Language and Subject.

We believe that an excellent school never stands still and strives at all times to excel in every area of its performance for the benefit of all our young people and other stakeholders. We have owned the Economic Vision 2030 of the Kingdom of Bahrain, that focuses on shaping the vision of the government, society and the economy, based around three guiding principles; Sustainability, Fairness and Competitiveness.

The Schools focuses on the development of educational outcomes by building on the skills of the 21st century. The aim of these skills is to establish a common vision in relation to:

1. What is expected from the students upon graduation from the different educational stages
2. Reduce the gap between the outcomes of education and the requirements of the labour market.

In the new framework (2024), The Directorate of Private Schools and Kindergartens Reviews advised schools to meet four aspects mentioned in the BQA Framework. These aspects are:

1. Students' Academic Achievement
 - 1.1 Students' Academic Standards
 - 1.2 Students' Learning and Progress Skills
2. Students' personal development and well-being.
 - 2.1 Students' well-being and Inclusion



2.2 Students' Behavior

3. Teaching, Learning and Assessment

3.1 Use of effective Teaching and Learning Strategies

3.2 Assessment and Academic Support

4. Leadership, Management and Governance

4.1 Leadership Effectiveness and Continuous Improvement

4.2 Staff Professional Development and Support

4.3 Resilience and Support

4.4 Governance, Parental and Stakeholders Involvement in School Life

This Strategic Plan is set with the intention to communicate our vision, mission and long-term goals, so that as a school community we all are clear on where we are going and what we are trying to achieve. This plan will be used in the decision-making for the school and will be used by the governing bodies to assess progress against our priorities. To set this Strategic Plan, the school went through a swot analysis and have set the plan on the basis of our strengths, weaknesses, Opportunities, Threats and in the light of the four aspects advised by BQA.

The school will review this strategic plan at the end of every year and will make changes as/if required.

SWOT Analysis

Strengths:

- Dedicated, Educated, Competent & Qualified Team with a Well-organized environment
- Well-equipped, properly time-tabled Computer Labs, Science Labs
- Effective Library (Physical, Digital and Online)
- Spoken Arabic and English Classes for language enhancement
- Project Based Learning (PBL)



- ECA activities and Awareness campaigns and Inter-schools' competitions
- Formative assessment and summative assessment to know students' needs and for better planning
- Provision of Remedial and Enrichment Classes for different categories of students
- Quiz/Debates/Speech/Spelling competitions and Sports
- Catering Students of different nationalities, and cultural background, to make them a Global Citizen.
- Daily Discussions on Topics like Respect, Tolerance, Education, Discipline and on Stop bullying to make good citizens.
- High standards of Islamic & Moral Values.
- Huge demand of admission showing parents' satisfaction
- Qualified and skilled school management staff and Counsellors
- Written Disciplinary polices and Code of conduct
- Regular Behavior Monitoring to reduce behavioral issues
- Improved Proficiency
- Effective and regular communication with the parents for problem solving and development
- Regular PTMs and other committee meetings
- Parent's Council meetings and Board meetings
- Staff recreational Activities, like picnic, pool party, Women's Day Education Day, Teachers Day, Thank You Day

Weaknesses

- Lack of parents' interest in their children's receiving training.
- Blind faith of a small group of parents in their children's fake statements about their school and teachers.

Opportunities

- Providing social and academic support for a better impact
- Sessions on English and Urdu Phonics
- In-house and out-sourced Teachers' trainings
- Good number of lessons for Arabic language
- Educational visits
- Introduction of AI
- Plans to start IGCSE as a parallel stream to FBISE



Threats

- Negative effects of Social media on student's behavior.
- Negative effects on student's behavior due to non-cooperative approach of few parents
- Excessive use of Mobiles by students in the society.
- Decline in Book Reading Habits

Our Strategic Priorities

1. Providing quality education to our students and preparing them according to the needs of 21st century and economic vision of Bahrain.
2. Get a better status from BQA by meeting all the advised Aspects.
3. Safety and Security of Students and Staff
4. Counselling of students and effective communication with Parents
5. Overcome our weaknesses and threats using our strengths and opportunities.
6. Continuously providing quality education under the directions from BQA and MOE.
7. More focus on Language (Arabic, English & Urdu) proficiency.
8. More PTMs
9. More Parents' council meetings
10. To uplift parents' interest in their children's education
11. Winning the trust of parents against the fake statements of their children
12. Uplifting students' trust on their teachers
13. Preparing students against the negative effects of social media on students' behaviour.
14. Observation of school processes



Vision

To develop students who will become lifelong learners, be able to solve problems and think critically and creatively.

Mission

Our mission at PKUS is to educate and support students as they develop into lifelong learners by providing a nurturing environment where academic and professional excellence can be achieved.

Our Motto

ENTER TO LEARN – LEAVE TO SERVE

Our Virtues

- Compassion - Showing kindness and caring for other people and the environment
- Respect - Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language
- Creativity - Being curious about the world, solving problems and asking thoughtful questions.
- Teamwork - Achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people
- Effort - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge
- Responsibility - Taking responsibility by being in the right place, at the right time, doing the right thing



This Strategic plan, academic year (2024-2025), is set in the light of the above-mentioned aspects and school’s strategic priorities.

Pakistan Urdu School Bahrain – Strategic Plan Chart - April 2024 – March 2027						
Vision	→	DRIVING ACTIONS: over the next 3 years we will work hard to...	→	Time Line		
To develop students who will become lifelong learners, be able to solve problems and think critically and creatively	→	Aspect 1: Students’ Academic Achievement 1.1 Students’ Academic Standards 1.2 Students’ Learning and Progress Skills Aspect 2: Students’ personal development and well-being. 2.1 Students’ well-being and Inclusion 2.2 Students’ Behavior	→	YEAR 1	YEAR 2	YEAR 3
				80% Attendance	→ 85% Attendance	→ 95% Attendance
				Good wellbeing	→	Outstanding wellbeing and personal development
	→	Aspect 3: Teaching, Learning and Assessment 3.1 Use of effective Teaching and Learning Strategies	→	YEAR 1	YEAR 2	YEAR 3
				90% of teaching very effective	→ 95% of teaching very effective	→ 100% of teaching very effective
	→	Aspect 3: Teaching, Learning and Assessment 3.2 Assessment and Academic Support	→	YEAR 1	YEAR 2	YEAR 3
				80% of subjects meeting student achievement and targets	→ 90% of subjects meeting student achievement and targets	→ 100% of subjects meeting achievement and targets
→	Aspect 4: Leadership, Management and Governance 4.1 Leadership Effectiveness and Continuous Improvement 4.2 Staff Professional Development and Support 4.3 Resilience and Support 4.4 Governance, Parental and Stakeholders Involvement in School Life	→	YEAR 1	YEAR 2	YEAR 3	
			Leadership judged as at least ‘good’	→	Leadership judged as ‘outstanding’	
→	As whole, the school will achieve all the set priorities and meet the Aspects advised by BQA	→	YEAR 1	YEAR 2	YEAR 3	
			All the students will receive quality and holistic education with the support of highly qualified and trained staff targeting the 21 st century skills			



Aspect 1	Students' Academic Achievement 1.1 Students' Academic Standards 1.2 Students' Learning and Progress Skills
Objective	Tracking and measuring students' academic performance and their standards in lessons and written work in the core subjects and their ability to employ learning skills as critical thinking and problem solving to achieve the desired progress.
Team	Team Leader: Principal Team Members: VPs, HODs, SHs and Teachers

Aspect 1	Students' Academic Achievement
Area (1.1)	Students' Academic Standards
Action Steps	<ul style="list-style-type: none"> Clearly defined competencies and learning outcomes that are part of the curriculum. Creating appropriate assessment tools such as tests, exams, projects, or assignments that align with the defined learning objectives. Developing a standardized grading rubric or criteria that aligns with the learning objectives. Regularly collecting data on students' performance in tests and examinations. Giving students timely and constructive feedback on their performance. Based on the analysis of student data and assessment quality, making necessary adjustments to the curriculum, learning objectives, or assessment tools. Measuring the quality of assessments according to the competencies of implemented curriculum.
Responsible	Principal, VPs, HODs, SHs, Teachers and school academic achievement team
Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> Improved pass rates and proficiency rates Samples of students' answer sheets showing improved results



	<ul style="list-style-type: none"> • Target trackers of students' performance as target trackers can help identify areas where students are excelling and areas where they may need additional support. • Improvement in literacy, numeracy, and scientific skills • Feedback from teachers, parents, and students provides valuable insights into the effectiveness of the curriculum and assessments.
Resources	Principal, VP, HODs, Teachers, AV aids, classrooms and Labs
Evaluation Tools	<ul style="list-style-type: none"> • Formative examinations to assess the performance during the learning process They can include quizzes, classwork, homework, or short assessments that help identifying areas of strength and weakness. • Summative examinations to assess student's performance at the end of a learning unit or academic period to evaluate students' overall understanding and competency. They can include end-of-unit tests, midterm exams, or final exams. • Observations by the Principal and Vice Principals • Target trackers that help to monitor individual students' performance. • Project-Based Learning (PBL) presentation and participation that allow students to showcase their understanding of a topic through a project or presentation. • Educational activities such as Quizzes, Debates, and Speech Competitions.
Impact	<p>Formative examinations provide ongoing feedback and identify areas of strength and weakness, enabling teachers to adapt instruction and support individual student needs. This leads to improved learning outcomes and increased student achievement.</p> <p>Summative examinations assess students' overall understanding and competency at the end of the academic period and provide a comprehensive measure of students' knowledge and skills, helping to determine their mastery of the curriculum.</p> <p>Observations by the Principal and Vice Principals provide valuable insights into classroom dynamics, teaching methods, and student engagement helping in decision-making processes related to curriculum design, instructional strategies, and resource.</p>



	<p>Target trackers allow educators to monitor and track individual students' performance over time helping identifying students who may require additional support.</p> <p>Project-Based Learning (PBL) presentations and participation provide opportunities for students to apply their knowledge and skills in real-world contexts fostering deep understanding, critical thinking, problem-solving abilities, and collaboration skills.</p> <p>Educational activities like quizzes, debates, and speech competitions promote student engagement, confidence, and communication skills contributing to students' holistic development by fostering academic, social, and emotional growth.</p>
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Aspect 1	Students' Academic Achievement
Area (1.2)	Students' Learning and Progress Skills
Action Steps	<ul style="list-style-type: none"> • Defining learning standards and objectives outlining the specific knowledge, skills, and competencies that students are expected to achieve. • Creating assessment criteria that align with the learning standards and objectives in terms of content knowledge, application of skills, and demonstration of 21st-century skills such as critical thinking and problem-solving. • Employing a range of assessment methods to effectively measure students' learning and progress skills, this include written assignments, projects, presentations, class discussions, and performance-based assessments that allow students to demonstrate their understanding and application of knowledge and skills. • Developing rubrics that provide clear criteria and descriptors for evaluating students' performance. • Offering timely and constructive feedback to students on their written work, assignments, and assessments. This feedback should focus on both content knowledge and the application of 21st-century skills, providing guidance on areas for improvement and strategies for further development. • Promoting self-assessment and reflection among students by providing opportunities for them to evaluate their own learning and progress skills. • Regularly collecting and analyzing data on students' performance in core subjects and their application of 21st-century skills. • Differentiation and instructions based on the assessment data and identified areas for improvement. • Creating a supportive and inclusive learning environment that encourages students to take risks, think critically, and solve problems. • Encouraging collaboration, providing opportunities for inquiry-based learning, and incorporating real-world connections to enhance students' application of 21st-century skills.



	<ul style="list-style-type: none"> Measuring students' standards and their learning skills in lessons and their written work with a focus on core subjects. Measuring students' ability to employ 21st century skills like; critical thinking and problem solving to achieve their desired progress.
Responsible	Principal, VPs, HODs, SHs, Teachers and school academic achievement team
Time Line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> Success is indicated by students' ability to demonstrate improvement in their written assignments, showcasing enhanced communication skills, clarity of expression, organization, and content knowledge. Improved application of literacy and numeracy skills, as well as their proficiency in utilizing technological tools and resources effectively to support their learning. Success is reflected in students' active participation, engagement, and successful completion of PBL projects and educational activities, demonstrating their understanding, creativity, and application of knowledge and skills. Success is indicated when students show growth and improvement over time, through target trackers meeting or exceeding the set targets. Students' progress observed through their active participation, engagement, and improved performance in class activities, discussions, and assessments aligned with the curriculum competencies and abilities. Success is demonstrated by improved learning outcomes, such as higher grades, increased mastery of content, and positive feedback from teachers on students' written work and overall performance. Success is reflected in the quality and depth of improvement in students' progress and standards. This includes their ability to construct well-developed arguments, apply critical thinking, problem-solving skills, and demonstrate appropriate academic growth aligned with the learning.
Resources	Principal, VP, HODs, Teachers, AV aids, classrooms and Labs
Evaluation Tools	<ul style="list-style-type: none"> Rubrics Literacy and numeracy assessments



	<ul style="list-style-type: none"> • Technology proficiency assessments • PBL project rubrics • participation in different educational activities such as Quizzes, Debates and speech competitions. • Target tracker analysis • Classroom Observations by the Principal and Vice Principals • Performance-based assessments that require students to apply critical thinking and problem-solving skills. • Analysis of interviews with students • Formative and summative tests and examinations.
Impact	<p>Defining learning standards and objectives provides a clear roadmap for students' learning. It helps set expectations and allows students to understand what they need to achieve. This clarity enables students to focus their efforts and work towards specific knowledge, skills, and competencies. Creating assessment criteria that align with the learning standards and objectives ensures that the assessments accurately measure students' progress. It ensures that assessments cover the content knowledge, application of skills, and 21st-century skills, such as critical thinking and problem-solving. This alignment provides a comprehensive view of students' learning and growth.</p> <p>Employing a range of assessment methods allows for a more holistic evaluation of students' learning. Written assignments, projects, presentations, class discussions, and performance-based assessments provide diverse opportunities for students to demonstrate their understanding and application of knowledge and skills. Developing clear and well-defined rubrics for evaluating students' performance provides transparency and consistency in assessment. Rubrics outline specific criteria and descriptors, enabling teachers and students to have a shared understanding of expectations. Feedback that focuses on content knowledge and the application of 21st-century skills helps students understand their progress and areas to develop further. Promoting self-assessment and reflection empowers students to take ownership of their learning. Regularly collecting and analyzing data on students' performance allows teachers to make informed instructional decisions.</p>



Aspect 2	Students' personal development and well-being. 2.1 Students' well-being and Inclusion 2.2 Students' Behavior
Objective	<ul style="list-style-type: none"> • Developing students' passion and talents through extracurricular activities and induction Programs and developing their ability to work with dedication, confidence, as leaders and developing their innovative ideas. Providing psychological and financial support to students, caring for sick and developing a system to support them and Providing a safe, nurturing, and supportive environment • Application of Islamic Values, demonstration of positive behavior, tolerance and acceptance. • Providing opportunity to students to visit different places/organization as educational visits • Provision of safety and security both physically and psychologically. • Application of Principles of citizenship, awareness of Bahrain's heritage and demonstration of social responsibility. • Implementation of discipline policies for students' behavior and raised awareness of the "Child Protection Protocol". • Tangible responsibility of learning by students. Accurate diagnosis of students' personal needs.
Team	Team Leader: Principal Team Members: VP(s), Head Counsellor, Counsellors, HODs, SHs and Teachers



Aspect 2	Students' personal development and well-being.
Area (2.1)	Students' well-being and Inclusion and promotion of harmonious relationships, tolerance and acceptance of different cultural backgrounds.
Action Steps	<ul style="list-style-type: none"> • Developing a behavior management plan that includes clear expectations, rules, and consequences. Communicating the behavior guidelines to all students, parents, and staff members. Training teachers on effective behavior management strategies and techniques. Implementing consistent and fair consequences for inappropriate behavior. Regularly review and assess the effectiveness of the behavior management plan. • Scheduling regular awareness sessions conducted by school counselors on various mental health topics. Collaborating with counselors to identify relevant themes and develop engaging session content. Promoting the sessions through school-wide announcements, newsletters, and social media platforms. Providing opportunities for students to ask questions and seek individual counseling if needed. Organizing dedicated sessions on tolerance, bullying prevention, and promoting brotherhood. Inviting guest speakers, experts, or community members to share their experiences and insights. • Facilitating interactive discussions, role-playing, and activities to encourage student participation. Designating a specific week as a health and hygiene awareness week. • Developing a schedule of activities, workshops, and presentations on various health-related topics. Collaborating with healthcare professionals, organizations, or local health departments for expertise and resources. Involving students in planning and organizing events, such as health fairs and hygiene workshops. Encouraging students to develop anti-bullying initiatives and promote inclusivity within the school. • Engaging the student council to lead a Go Green campaign. Conducting awareness sessions on environmental issues and the importance of sustainable practices.



	<p>Organizing activities like tree planting, recycling drives, and energy-saving initiatives. Encouraging students to develop creative projects or campaigns that promote environmental conservation.</p> <ul style="list-style-type: none"> • Dedicating a week to increase awareness of school rules and expectations. Displaying the rules prominently in classrooms, common areas, and on the school website. Conducting interactive sessions to explain the rationale behind each rule and the consequences of non-compliance. Encouraging students to create posters or videos that highlight key rules and their importance. • Integrating peace, harmony, and moral ethics values into the school curriculum. Organizing special assemblies, guest speaker sessions, or workshops on these topics. Encouraging students to participate in community service activities that promote peace and harmony. Fostering a culture of open dialogue and respectful discussions on moral and ethical issues. • Offering a diverse range of sports activities and ECA options that cater to different interests and abilities. Promoting regular participation in physical activities through inter-school competitions or intramural leagues. Providing resources and facilities for students to engage in sports and ECA. Collaborating with local sports clubs or organizations to offer specialized training or coaching programs.
Responsible	Principal, VP(s), Head Counselor, Counsellors and Teachers
Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> • Decreased number of disciplinary incidents and disruptions in the classroom. • Increased student adherence to school rules and expectations. • Positive feedback from teachers, students, and parents regarding the clarity and effectiveness of the behavior management plan. • Regular monitoring and evaluation of disciplinary data to track improvements over time. • Increased attendance and participation in the awareness sessions. • Positive feedback and testimonials from students indicating increased awareness and understanding of mental health topics. • Utilization of counseling services and increased student engagement with counselors.



	<ul style="list-style-type: none"> • Active student participation during sessions, discussions, and activities. • Observable changes in student behavior, such as reduced instances of bullying and increased empathy. • Feedback from guest speakers, experts, or community members indicating the impact of their presentations. • Attendance and participation rates in workshops, activities, and presentations during the awareness week. • Increased adoption of healthy habits and hygiene practices among students. • Surveys or assessments to measure changes in students' knowledge and behavior related to health and hygiene. • Feedback from healthcare professionals, organizations, or local health departments regarding the effectiveness of the initiatives.
Resources	Principal, VP, Counsellors, Instructions from MOE
Evaluation Tools	<ul style="list-style-type: none"> • Observation by Principal, VPs, SHs, and Counselors • Evaluation forms • Documented communication with students and parents • Records of attendance and punctuality • Pictorial records of sessions and campaigns



Impact	<p>Better discipline among students. Implementation of discipline policies and the "Child Protection Protocol" helps establish clear expectations for student behavior. Increased awareness of the consequences of misconduct deters students from engaging in disruptive behaviors.</p> <p>Awareness of responsibility towards each other and reduced bullying. Promoting positive behavior and fostering a supportive environment encourages students to take responsibility for their actions and raising awareness about the negative effects of bullying and promoting empathy helps reduce incidents of bullying. Implementation of anti-bullying initiatives and counseling support contributes to a safer and more inclusive school environment.</p> <p>Understanding the value of Ramadan, Islamic values, and moral values. Providing opportunities to learn and discuss Islamic values, including the value of Ramadan, fosters a deeper understanding and appreciation among students. Incorporating moral values into the curriculum and extracurricular activities helps students internalize ethical principles. Students' increased understanding of Islamic and moral values positively influences their behavior and decision-making.</p> <p>Increased awareness about peace, harmony, and Bahraini cultural values. Encouraging dialogue and activities that promote peace, harmony, and cultural understanding cultivates an inclusive and accepting school environment. Educational programs and initiatives that highlight Bahraini cultural heritage raise students' awareness and appreciation of their heritage.</p> <p>More awareness about personal hygiene, physical fitness, and healthy living. Including health education and awareness campaigns in the curriculum increases students' knowledge of personal hygiene, physical fitness, and healthy lifestyle choices. Collaborating with health</p>
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	<p>professionals and organizing health-related sessions and campaigns enhances students' awareness and encourages healthy habits.</p> <p>Stronger relationships among students and teachers. Creating a supportive and nurturing environment fosters positive relationships between students and teachers. Encouraging open communication, collaborative activities, and student engagement in extracurricular activities strengthens relationships and enhances the learning experience.</p> <p>Students' open discussion about their problems with counselors. Providing access to counseling services and promoting a positive attitude towards seeking help encourages students to open up about their challenges and seek support. Students' ability to discuss their problems with counselors fosters emotional well-being, resilience, and personal growth.</p> <p>Parents' feedback. Gathering feedback from parents regarding the mentioned actions provides valuable insights into their perception of their child's development.</p>
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Aspect 2	Students' personal development and well-being.
Area (2.2)	Students' Behavior. Islamic Values, Positive behavior, tolerance and acceptance, safety and security, principles of citizenship values, Bahrain Heritage, Social responsibility, Discipline polices, child protection protocol, evidence of learning by students.
Action Steps	<ul style="list-style-type: none"> • Setting unambiguous behavior guidelines and regulations that are consistently conveyed to all students. • Introducing a system of positive incentives, such as a rewards program or acknowledgment for exemplary behavior. • Establishing uniform consequences for inappropriate conduct, guaranteeing fairness and proportionality. • Cultivating a classroom environment that is supportive and respectful by nurturing strong teacher-student relationships and employing effective communication strategies.
Responsible	Principal, VP(s), Head Counselor, Counsellors and Teachers
Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> • A reduction in the number of disciplinary incidents indicates improved student behavior, adherence to guidelines, and a positive school climate. • Students demonstrating a heightened sense of responsibility show a greater commitment to their academic and personal growth, as well as a willingness to contribute positively to the school community. • A decrease in bullying incidents indicates the success of anti-bullying measures and the cultivation of a safe and inclusive environment that promotes mutual respect and empathy. • Students' improved understanding of Ramadan showcases the effectiveness of educational programs and initiatives aimed at fostering cultural awareness and religious understanding.



	<ul style="list-style-type: none"> • Students displaying increased awareness of peace, harmony, and Bahraini cultural values demonstrate the success of efforts to promote cultural appreciation, tolerance, and a sense of belonging. • Increased awareness of personal hygiene and healthy living indicates successful educational campaigns and initiatives focused on promoting well-being and healthy habits among students. • Students' deepened understanding of Islamic values reflects the effectiveness of educational programs and activities aimed at nurturing students' spiritual and moral development. • Improved awareness of school rules and regulations indicates effective communication and reinforcement of expectations, resulting in a more orderly and respectful school environment. • Students demonstrating self-discipline and respect for others exhibit positive character traits and contribute to a positive and harmonious school climate. • Increased attendance rates indicate greater student engagement, commitment to learning, and a supportive school environment. • Improved communication between the school and parents reflects a collaborative partnership and an increased understanding of students' progress, needs, and challenges. • Stronger relationships between students and teachers fosters a positive and supportive learning environment, promoting academic success and personal growth. • Students feeling comfortable discussing their problems with a counselor demonstrates a supportive and accessible counseling service, promoting students' emotional well-being and overall development.
Resources	Principal, VP, Counsellors, Instructions from MOE
Evaluation Tools	<ul style="list-style-type: none"> • Observation by Principal, VPs, SHs, and Counselors • Evaluation forms • Documented communication with students and parents • Records of attendance and punctuality • Pictorial records of sessions and campaigns



<p>Impact</p>	<p>Students will have a clear understanding of the expected behavior, reducing confusion and promoting a positive learning environment. Well-defined guidelines help maintain order and discipline within the school, leading to a more focused and conducive learning environment. Consistently communicating the guidelines ensures that all students are aware of the rules, promoting fairness and equal treatment.</p> <p>Positive incentives inspire students to exhibit desirable behavior and actively engage in their learning. Recognizing and rewarding positive behavior reinforces its occurrence, encouraging students to continue demonstrating positive conduct. Receiving acknowledgment and rewards for good behavior boosts students' self-esteem and confidence.</p> <p>Uniform consequences ensure that students understand the consequences of their actions and are held accountable for their behavior. Clear and consistent consequences act as a deterrent, discouraging students from engaging in inappropriate behavior. Uniform consequences promote fairness by treating similar behavior with the same response, regardless of individual factors.</p> <p>Nurturing strong relationships and effective communication creates a positive and inclusive classroom environment conducive to learning. When students feel valued and respected, they are more likely to actively participate and engage in classroom activities. Positive teacher-student relationships and effective communication contribute to improved academic performance and student achievement. A supportive and respectful classroom environment fosters students' emotional well-being, promoting a sense of belonging and reducing stress.</p>
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Aspect 3	Teaching, Learning and Assessment 3.1 Use of effective Teaching and Learning Strategies 3.2 Assessment and Academic Support
Objectives	<ul style="list-style-type: none"> • Usage of effective and motivating teaching - learning strategies to get students positively involved. Teachers creating productive learning environment and respect. Provision of clear instructions in lessons and incorporating technology empowering students to use technology effectively. • Implementation of variety of assessment methods based on the expectation of the curriculum challenging students to promote higher order thinking skills. Provision of effective feedback to help students to identify their strengths and areas of improvement. • Diagnosing students' educational needs and provision of academic support programs for their different educational categories and monitoring their progress. • Create student-centered learning environments that foster intellectual growth, critical thinking, and lifelong learning skills, ultimately preparing students to succeed in their personal, academic, and professional lives.
Team	Team Leader: Principal Team Members: VP(s), HODs, SHs, Teachers and Students' Achievement Award section



Aspect 3	Teaching, Learning and Assessment
Area (3.1)	Use of effective Teaching and Learning Strategies
Action Steps	<ul style="list-style-type: none"> • Teachers will use effective and motivating teaching - learning strategies to get students positively involved. This will include; Active Learning, Differentiated Instruction, Technology Integration, Real-World Connections, Inquiry-Based Learning, Formative Assessment and Feedback and Cultivate a Positive Classroom Environment. • Teachers will create productive learning environment and environment of respecting one another. It will include; Clear Expectations, Establishing Classroom Norms, Encouraging Open Communication, Promoting Inclusivity and Diversity, Positive Reinforcement, Conflict Resolution Strategies and Teacher-Student Relationships. • Teachers will provide clear instructions in lessons and will incorporate technology empowering students to use technology effectively. This will include; Clear Instructions, Modeling Technology Use, Technology Integration, Digital Citizenship and Online Safety and Ongoing Support and Training. • Teachers recognize and accommodate diverse learning styles, abilities, and preferences by using varied instructional approaches, materials, and assessments. This include; Identifying Learning Styles, Differentiated Instruction, Multi-Sensory Approaches, Flexible Grouping, Varied Assessment Methods, Individualized Support and Continuous Assessment and Feedback. • Teachers Integrate technology into teaching and learning activities. It will include; Interactive Presentations, Online Collaboration, Online Research and Information Literacy, Educational Apps and Feedback. • Encourage students to actively participate in the learning process through activities such as discussions, debates, group work, problem-solving exercises, and hands-on experiments. Continuous Professional Development. It will include; Discussions and Debates, Group Work and Collaborative Projects Problem-Solving Exercises, Questioning Techniques and Technology-enhanced Activities.
Responsible	Principal, VPs, HODs and Teachers



Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> • Students actively engage with technology as a tool for learning, collaboration, and creativity. Lesson plans and activities demonstrate purposeful integration of technology to enhance learning outcomes. Technology is used to provide interactive and immersive learning experiences that go beyond traditional instructional methods. • Lesson plans incorporate project-based learning approaches, where students engage in real-world, inquiry-based projects. PBL encourages critical thinking, problem-solving, collaboration, and creativity. Students demonstrate deeper understanding of content and develop essential 21st-century skills through the completion of projects. • Lesson plans incorporate strategies to differentiate instruction based on students' individual needs, learning styles, and abilities. Students are challenged to apply higher-order thinking skills such as analysis, evaluation, and synthesis. Instructional activities cater to a range of learning styles and promote student engagement and critical thinking. • Assessments go beyond traditional tests and quizzes and include a variety of formative and summative assessment methods. Assessments align with learning objectives and provide opportunities for students to demonstrate their understanding through different modalities. Assessments may include projects, presentations, portfolios, group work, performances, and self-assessments. • Surveys and interviews are conducted with students to gather feedback on their engagement, understanding, and satisfaction with the lesson plans and strategies. Surveys and interviews provide insights into students' perspectives, interests, and areas for improvement. • Regular evaluation is conducted to assess the quality and effectiveness of assessments in measuring student learning. Assessment quality is determined by factors such as validity, reliability, alignment with learning outcomes, and fairness. Evaluation results inform adjustments to assessment strategies and ensure that assessments accurately reflect student achievement. • Teachers provide timely and constructive feedback to students that supports their learning and growth. • Feedback is specific, actionable, and focuses on areas of strength and areas for improvement. • Feedback helps students understand their progress, set goals, and make meaningful adjustments to their learning strategies.



	<ul style="list-style-type: none"> Lesson plans and strategies make optimal use of available resources, including technology tools, learning materials, and physical facilities. Teachers create an environment that maximizes student learning opportunities and supports the implementation of engaging activities.
Resources	Principal, VP, HODs, Teachers and trainers from different sources including from UOB and Oxford university Press
Evaluation Tools	<ul style="list-style-type: none"> Evaluation of Tests Formative Assessment Summative Assessment Target Tracker
Impact	<p>Teachers actively reflect on their teaching strategies, assessing their effectiveness and identifying areas for improvement. Self-reflection allows teachers to make adjustments, refine instructional approaches, and enhance student learning outcomes. Teachers gather and analyze student data to identifying learning gaps and areas where students may need additional support or enrichment. Data analysis informs instructional decisions, allowing teachers to tailor their teaching strategies to address specific student needs.</p> <p>Teachers provide varied instructional approaches and resources to accommodate diverse student learning styles, abilities, and interests. Differentiation ensures that students have equitable access to learning opportunities and can engage with the content in ways that suit their individual needs. Teachers design lessons that actively engage students in the learning process, promoting deeper understanding and retention of knowledge. Active learning strategies encourage student participation, collaboration, and critical thinking.</p> <p>Teachers design lessons that require students to engage in higher-order thinking skills such as analysis, evaluation, and synthesis. By challenging students to think critically and creatively, teachers foster the development of advanced cognitive skills. Teachers provide feedback that is timely, specific, and constructive, enabling students to understand their progress and make improvements. Effective feedback supports student growth, encourages self-reflection, and helps students set goals for further development.</p> <p>Teachers use formative assessments throughout the learning process to monitor student progress and understanding. Formative assessments provide ongoing feedback that informs instructional decisions and allows teachers to adjust their teaching strategies to meet student needs. Teachers incorporate technology tools and</p>



	<p>resources that align with the curriculum to enhance student engagement and facilitate interactive learning experiences. Technology integration can provide opportunities for personalized learning, multimedia presentations, and access to a wealth of educational resources.</p> <p>Teachers create environments that promote collaboration, where students work together, share ideas, and learn from one another. Collaborative learning enhances student engagement, communication skills, and the ability to work effectively in teams.</p>
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Aspect 3	Teaching, Learning and Assessment
Area (3.2)	Assessment and Academic Support
Action Steps	<ul style="list-style-type: none"> • Teachers will employ diverse assessment techniques, including regular quizzes, ongoing evaluations, final evaluations, cooperative learning (such as peer and group work), projects, and laboratory experiments, in accordance with the curriculum's objectives. These methods aim to engage students and stimulate their critical thinking abilities. • Feedback will be provided by teachers in a constructive and impactful manner, utilizing efficient grading methods and utilizing target trackers to assist students in recognizing their strengths and identifying areas for growth. • Teachers will diagnose students' educational requirements and offer academic assistance through programs tailored to their specific educational needs, such as remedial support and enrichment programs, while also monitoring their progress.
Responsible	Principal, VPs, HODs and Teachers
Time line	Every Year (April 2024 – March 2027)



<p>Indicator of Success</p>	<ul style="list-style-type: none"> • Teachers develop well-structured lesson plans that align with learning objectives and engage students in meaningful activities. Teachers closely supervise and monitor students' progress, ensuring their active participation in tasks and activities. Active student engagement fosters deeper understanding and promotes a positive learning experience. • Teachers work on improving their behavior management strategies to create a conducive learning environment. Effective classroom management ensures a safe and respectful atmosphere where students can focus on their learning. Teachers establish clear expectations, routines, and procedures to minimize disruptions and maximize learning time. • Academic support personnel, such as administrators and instructional coaches, hold regular meetings to discuss strategies and address challenges. Collaborative discussions provide opportunities to share best practices, seek guidance, and implement interventions to support student learning and growth. • Teachers analyze documents and records, such as assessments, portfolios, and progress reports, to assess students' progress in their learning journey. Data analysis provides insights into individual student strengths, areas for improvement, and overall class performance. The assessment of progress helps teachers make data-informed instructional decisions and tailor their teaching strategies to meet students' needs. • Teachers provide valuable feedback to students that offers guidance, encouragement, and support for their development. Feedback is specific, constructive, and focuses on areas of growth and improvement. Valuable feedback helps students understand their strengths and areas for further development, fostering a growth mindset and enhancing their learning journey.
<p>Resources</p>	<p>Principal, VPs, HODs, Students' feedback, trainings on lesson planning and class management, Target Trackers, Weekly test reports and term exam results</p>
<p>Evaluation Tools</p>	<ul style="list-style-type: none"> • Lesson observations • Evaluation of tests • Formative assessment • Summative assessment • Target Tracker
<p>Impact</p>	<p>Enhancing lesson planning skills has a positive ripple effect on classroom management and school management. As teachers become more adept at designing effective lesson plans, they are better equipped to engage students, address their individual needs, and create a productive learning environment. This improvement in teaching strategies directly</p>



	<p>impacts students' learning outcomes and achievements, not only academically but also in terms of personal development and overall well-being.</p> <p>With well-structured lessons and engaging activities, students are more likely to be motivated, actively participate, and experience greater success in their educational journey.</p> <p>Improved classroom management also contributes to a positive and harmonious learning atmosphere, fostering a sense of belonging and supporting overall student well-being.</p> <p>Teachers' enhanced lesson planning skills align with the school's educational objectives, leading to a more efficient and effective learning environment.</p>
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Aspect 4	<p>Leadership, Management and Governance</p> <p>4.1 Leadership Effectiveness and Continuous Improvement</p> <p>4.2 Staff Professional Development and Support</p> <p>4.3 Resilience and Support</p> <p>4.4 Governance, Parental and Stakeholders Involvement in School Life</p>
Objective	<ul style="list-style-type: none"> • Measuring School’s leadership awareness and its ability to conduct an accurate, comprehensive and objective Self-Evaluation. Measuring School’s leadership ability to utilize self-evaluation results in planning with setting accurate performance indicators and effective work procedures. Measuring school’s ability to utilize its resources and facilities to support students’ learning. Measuring school’s ability to provide a safe and healthy environment • Monitoring school leadership’s ability to identify the real training needs of its staff. Monitoring the impact of training programs on classroom practices. Monitoring school leadership’s ability to motivate its staff and promote positive relationships. Monitoring staff capability for self-development. • Monitoring school leadership’s commitment to agile leadership principles, such as consultation, teamwork and objectivity. Measuring school leadership’s ability to identify available opportunities and potential risks and utilize it to reach desired development. Measuring school leadership’s ability to provide an incubating environment for its staff’s creative practices and their implementation. Measuring school leadership’s ability to continuously update its operations, to be in line with current developments. • Monitoring how the school benefit from the local community to enhance students’ learning and enrich their experiences. Monitoring how the local community benefits from school’s facilities. Measuring school’s participation in learning communities and how it uses it to support students’ learning. Measuring school’s assurance that parents are informed of their children’s progress and the welfare provided for them. Evaluating the effectiveness of the private schools Board of Directors in providing strategic direction and financial support.
Team	<p>Team Leader: Principal Team Members: VPs, Administration and Board of Directors</p>



Aspect 4	Leadership, Management and Governance
Area (4.1)	Leadership Effectiveness and Continuous Improvement
Action Steps	<ul style="list-style-type: none"> • Comprehensive and objective Self-Evaluation. It is done through Clear criteria, reflection on strengths and weaknesses, Collection of evidence, setting of goals for improvement and Monitoring of progress • Continued Professional Development of teachers and other staff. It is done through Needs assessment, Collaboration and sharing, Research-based practices, Long-term and sustained support, Reflection and self-assessment, Evaluation and feedback and Recognition and incentives. • Usage of self-evaluation results in planning with accurate performance indicators and effective work procedures. It is done through Identifying strengths and weaknesses, setting performance indicators, developing work procedures, tailoring professional development, monitoring progress and accountability and ownership. • Usage of resources and facilities to support students' learning. It is achieved through Variety of resources, Accessibility, Integration of technology, Collaboration spaces, Library and research resources and Maintenance and organization. • Provision of a safe and healthy environment. It is achieved through Ensuring that the physical environment is free from hazards and potential dangers, fostering a positive and inclusive school culture that promotes emotional and psychological well-being, promoting good health and hygiene practices within the school environment, Conducting regular risk assessments to identify potential safety and health hazards, collaborating with parents, community members, local authorities, and relevant organizations to promote a safe and healthy environment, providing regular training and professional development opportunities for staff members on safety protocols, emergency response procedures, and health-related topics and implementing prevention programs and educational initiatives that promote safety, health, and well-being.
Responsible	Principal, VPs, Administration and Board of Directors
Time line	Every Year (April 2024 – March 2027)



Indicator of Success	<ul style="list-style-type: none"> • Qualified and competent staff: Ensuring that the school has staff members who possess the necessary qualifications, expertise, and skills to deliver high-quality education. Ongoing professional development: Providing continuous learning opportunities for staff to enhance their knowledge and skills, keeping them updated with the latest educational practices. Supportive work environment: Cultivating a positive and inclusive work environment that fosters collaboration, respect, and professional growth. • Encouraging open and transparent communication channels between staff members, allowing for feedback, suggestions, and constructive dialogue. Promoting effective problem-solving skills and providing mechanisms to address conflicts or issues that may arise within the school community. Offering opportunities for career development, advancement, and personal growth for staff members. Establishing trust among staff members and fostering a positive work atmosphere that motivates and engages them in their roles. Acknowledging and appreciating the efforts and achievements of staff members, boosting morale and job satisfaction. Providing resources and support for staff to enhance their professional skills and competencies. Setting clear expectations and goals for staff members, aligning them with the overall mission and vision of the school. • Ensuring that the school provides a safe and healthy environment that supports the well-being and academic growth of students. Evaluating the impact of plans on teacher effectiveness and job satisfaction. Assessing the effectiveness of curriculum schemes in promoting student engagement, interest, and achievement. Evaluating the impact of plans on fostering a positive school culture and engaging the broader community. Assessing the overall effectiveness of the plans in achieving the school's goals and enhancing its reputation. • Conducting thorough assessments of school resources and developing plans for their effective utilization. • Resource allocation and scheduling: Ensuring optimal allocation and scheduling of resources to support teaching and learning activities. Implementing regular maintenance and upkeep of school facilities to ensure a conducive learning environment. Establishing clear safety protocols and providing appropriate training to staff and students to ensure their well-being. Implementing security measures to safeguard the school community and its resources. Incorporating practices and initiatives that promote environmental sustainability within the school community.
Resources	Principal, VPs, HR, Administration and Board of Directors
Evaluation Tools	Comprehensive self-evaluation, Minutes of Board of Directors meeting, PTMs, Surveys
Impact	Improvements in human resource management and curriculum schemes have a significant impact on the overall functioning of a school. With effective human resource management, staff members are motivated, supported, and



empowered to perform their roles effectively. This, in turn, enhances their job satisfaction and commitment to their work, leading to improved teaching and learning outcomes.

A well-designed and structured curriculum scheme ensures that students receive a comprehensive and relevant education. It helps in setting clear learning objectives, organizing instructional materials, and implementing effective teaching strategies. As a result, students' learning experiences are enriched, and their achievements are enhanced.

Motivated staff members contribute to the successful implementation of the school's plans and initiatives. Their enthusiasm and dedication positively influence the school's work and create a dynamic and vibrant educational environment. They actively participate in professional development activities, collaborate with colleagues, and stay updated with best practices, thereby continuously improving their teaching methodologies.

Efficient utilization of school resources and facilities is crucial for providing optimal learning experiences for students. When resources are effectively managed, schools can provide a wide range of educational materials, technologies, and extracurricular opportunities. This contributes to a holistic learning environment and allows students to explore their interests and talents.

Ensuring a safe and secure environment is essential for supporting students' learning. Schools need to prioritize the physical and emotional well-being of students, implementing safety protocols, fostering positive relationships, and addressing any potential risks or concerns. When students feel safe and secure, they are better able to focus on their studies and engage in the learning process.

Improvements in human resource management, curriculum schemes, staff motivation, resource utilization, and a safe learning environment have a profound impact on the school's effectiveness, student achievement, and the overall success of the educational institution.



Aspect 4	Leadership, Management and Governance
Area (4.2)	Staff Professional Development and Support
Action Steps	<ul style="list-style-type: none"> Identifying the real training needs of staff and prioritizing of the staff through surveys, feedback sessions, and performance evaluations. It is done through Surveys, Feedback sessions, Performance evaluations and Input from supervisors and managers. Monitoring the impact of training programs on classroom practices. It is done through Classroom observations, Pre- and post-assessments, Teacher self-reflection and feedback, Student performance data, Peer observations and collaboration and Feedback from students and parents. Monitoring school leadership’s ability to motivate its staff and promote positive relationships. It is done through Staff surveys, One-on-one meetings, Observations and feedback and staff performance and engagement. Monitoring staff capability for self-development is done by Self-assessment, Goal-setting and development plans, Participation in professional development activities, reflection and documentation, Peer collaboration and mentoring, Feedback and performance evaluations and Impact on job performance. Recognize and reward staff members for their efforts and achievements in professional development. This is done through Public recognition, Certificates and credentials, Leadership and career advancement opportunities, Peer recognition and feedback and Personalized support and mentoring.
Responsible	Principal, VPs, HR, Administration and Board of Directors
Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> Organizing workshops and seminars covering various aspects such as data analysis, goal setting, assessment strategies, and developing effective evaluation plans. Inviting expert presenters or trainers who can deliver engaging and informative sessions that provide staff with practical knowledge and skills. Designating professional development days specifically for trainings and seminars.



	<ul style="list-style-type: none"> • Implementing self-assessment tools that allow teachers to reflect on their practice, identify areas for improvement, and set goals for professional growth. Establishing mechanisms for tracking progress towards goals and monitoring the effectiveness of professional development initiatives. Incorporating reflection and self-evaluation exercises that encourage teachers to critically analyze their teaching practices and make adjustments accordingly. Promoting feedback and peer evaluation processes, enabling teachers to receive constructive feedback from colleagues to enhance their teaching effectiveness. Providing mentorship and coaching opportunities that offer guidance, support, and personalized professional development plans. Emphasizing data analysis and evidence collection to inform decision-making and identify areas for improvement. • Offering diverse professional development programs that address the specific needs and interests of teachers. Providing targeted and relevant content that aligns with the goals and priorities of the school and individual teachers. Facilitating active learning and practical application of knowledge and skills through workshops, collaborative projects, and hands-on activities. Offering long-term and sustained support, ensuring that professional development is not a one-time event but an ongoing process. Encouraging collaboration and networking opportunities among teachers to foster a culture of shared learning and professional growth. Evaluating the impact of professional development programs through feedback mechanisms, surveys, and assessments to gauge changes in teachers' knowledge, skills, and instructional practices. • Offering online courses and webinars to provide flexibility and accessibility for teachers in accessing professional development opportunities. Allowing teachers to participate in learning activities at their own convenience, accommodating their schedules and personal commitments. Providing interactive and engaging content, incorporating multimedia elements, discussions, and real-time interactions with instructors and peers. Offering continuous support through online platforms, discussion forums, and virtual office hours. • Providing coaching and mentoring support to teachers, allowing for personalized guidance and growth. • Offering one-on-one or small group interactions with experienced educators who can provide tailored advice and recommendations. Building a supportive relationship between mentors and teachers, fostering trust, rapport, and mutual respect. Encouraging reflective practice, facilitating feedback and goal setting, and supporting teachers in their professional development journey.
Resources	Principal, VPs, HR, Administration and Board of Directors



<p>Evaluation Tools</p>	<ul style="list-style-type: none"> • Class observation • Teacher self-reflection and feedback • Marking of students' work • Results of formative and summative examinations • Feedback from students and parents
<p>Impact</p>	<p>Having a well-equipped staff is crucial for the overall success of a school. When staff members have the necessary skills, knowledge, and resources, they are better prepared to deliver high-quality education. This includes continuous professional development opportunities to enhance their teaching techniques, educational strategies, and subject matter expertise.</p> <p>Teachers who are well-equipped and motivated can effectively engage students, tailor instruction to their needs, and provide meaningful feedback. This leads to improved academic performance, increased student participation, and a greater sense of achievement.</p> <p>To ensure continuous improvement, an improved monitoring mechanism is essential. This includes regular assessment and evaluation of students' progress, as well as monitoring of teaching practices and curriculum implementation. By closely monitoring students' performance, educators can identify areas of strength and areas that require further support or intervention. This allows for timely adjustments to teaching strategies and interventions to address specific learning needs.</p> <p>As a result of these efforts, students' performance in their learning is significantly improved. They benefit from well-prepared and motivated teachers who employ effective instructional strategies, provide timely feedback, and create a supportive learning environment. This leads to increased engagement, a deeper understanding of the subject matter, and improved academic achievements.</p> <p>A well-equipped staff, enhanced performance, an improved monitoring mechanism, and a focus on students' learning all contribute to improved student performance. When teachers are supported, empowered, and have access to resources, they can provide high-quality education that fosters student growth, achievement, and overall success.</p>



Aspect 4	Leadership, Management and Governance
Area (4.3)	Resilience and Support
Action Steps	<ul style="list-style-type: none"> • Obtain feedback from stakeholders, including teachers, staff, parents, and students, through surveys, focus groups, or interviews, to assess their perception of leadership practices and principles. • Conduct regular observations and evaluations of leadership interactions, decision-making processes, and collaborative teamwork. Establish performance indicators that reflect agile leadership principles, such as consultation, teamwork, and objectivity, and track progress against these indicators. • Encourage leadership self-assessment and reflection to identify areas for growth and improvement. Review documentation, including meeting minutes, reports, and communication materials, to assess the consistent application of agile leadership principles. • Develop a strategic planning process that involves the identification of opportunities for school development and improvement. • Implement mechanisms for opportunity identification, such as regular environmental scanning, data analysis, and engagement with stakeholders. • Conduct risk assessments to identify potential challenges and risks that may affect the school's development and establish strategies to mitigate them. • Evaluate the success of strategic implementations in leveraging available opportunities and managing risks. Gather feedback from stakeholders to assess their perception of the school's ability to identify and capitalize on opportunities. • Administer staff surveys and feedback mechanisms to gauge their perception of the school's support for creative practices and the implementation of innovative ideas. • Measure staff participation and impact in professional development opportunities that foster creativity and innovation. Monitor the implementation of staff-led initiatives and evaluate their outcomes and impact on teaching and learning. Promote collaboration and communication channels that facilitate the sharing of ideas and creative practices among staff members. • Regularly review policies and procedures to ensure they are aligned with best practices and current educational trends. Evaluate the curriculum and instructional practices to assess their effectiveness and relevance to the changing needs of students.



	<ul style="list-style-type: none"> • Provide professional development opportunities that enable teachers and staff to stay updated with current research, instructional strategies, and technology integration. • Encourage the use of data and research to inform decision-making and improve instructional practices. • Implement technology tools and resources that enhance operational efficiency and support teaching and learning. • Seek feedback from stakeholders to assess the effectiveness of operational updates and their alignment with current developments.
Responsible	Principal, VPs, HR, Administration and Board of Directors
Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> • Regular consultation with stakeholders, including staff, parents, and students, is essential to ensure effective decision-making and to incorporate diverse perspectives. This is done through regular meetings, surveys, or suggestion boxes where stakeholders can provide input, express concerns, and contribute to the decision-making process. • Leadership's commitment to agile leadership principles, such as adaptability, collaboration, and continuous improvement, is crucial for fostering a culture of innovation and responsiveness within the school. • To identify available opportunities and potential risks, the school conducts regular environmental scans and assessments. This involves monitoring the educational landscape, technological advancements, community needs, and other relevant factors that may present opportunities or risks for the school. This information is then be used to inform strategic planning and decision-making processes, ensuring that the school is proactive in leveraging opportunities and mitigating risks. • Creating an incubating environment for staff is important to support the development and implementation of futuristic teaching practices. This is achieved through professional development programs, workshops, and training sessions that equip teachers with the knowledge, skills, and resources needed to incorporate innovative teaching methods and technologies into their classrooms. • Updating operations in line with current developments is crucial to ensure the school remains relevant and responsive to changes in education and society. This involves regularly reviewing and revising policies,



	curriculum standards, and operational procedures to align with best practices, emerging research, and evolving educational trends. Keeping abreast of current developments in technology, pedagogy, assessment methods, and student support services supports decision-making and enable the school to adapt and improve its operations accordingly.
Resources	Principal, VPs, HR, Administration and Board of Directors
Evaluation Tools	<ul style="list-style-type: none"> ● Staff commitment with school Vision, Mission, and Motto ● Surveys & Interviews ● Tangible development of infrastructure and learning environment ● Physical inspections ● Learning environment assessments ● Stakeholder feedback ● Data analysis
Impact	<p>The implementation of improvements in the quality of education has wide-ranging benefits for students, schools, and the overall educational system. One significant step towards enhancing education quality is conducting research to introduce International General Certificate of Secondary Education (IGCSE) programs in schools. IGCSEs are internationally recognized qualifications that provide a rigorous and comprehensive curriculum, enabling students to develop strong subject knowledge and critical thinking skills. The introduction of IGCSEs can broaden the educational opportunities available to students, allowing them to access a globally recognized curriculum that prepares them for further academic pursuits or career pathways.</p> <p>The integration of artificial intelligence (AI) in education can further elevate the quality of learning experiences. The incorporation of AI in education also opens up new possibilities for innovative teaching methods and educational tools. By improving the quality of education through the introduction of IGCSE programs and the integration of AI, schools can provide students with a well-rounded and future-ready education. This prepares them to succeed in an increasingly globalized and technologically advanced world, fostering critical thinking, problem-solving skills, and adaptability.</p>



Aspect 4	Leadership, Management and Governance
Area (4.4)	Governance, Parental and Stakeholders Involvement in School Life
Action Steps	<ul style="list-style-type: none"> • Monitoring how the school benefit from the local community to enhance students’ learning and enrich their experiences is done through students’ feedback, surveys and tracking the number and quality of partnerships or collaborations with local organizations, professionals, or community members. • Monitoring how the local community benefits from school’s facilities is done by collecting the feedback from community members or organizations that utilize the school’s facilities. This information is collected through surveys, interviews, or feedback forms like Facebook and Instagram to assess their satisfaction. records of the number and types of community events or activities hosted on school premises also support to monitor this aspect. • Measuring school’s participation in learning communities and how it uses it to support students’ learning is done through tracking its involvement in educational networks, associations, or collaborative projects with other schools. • Measuring school’s assurance that parents are informed of their children’s progress and the welfare provided for them. The school regularly collects feedback from parents through surveys or feedback forms to gauge their satisfaction with communication channels, such as PTMs, digital platforms (e.g., Google Classroom, school website, social media), or direct communication via WhatsApp or other means. The school keeps records of the frequency and effectiveness of communication efforts, such as the number of updates, announcements, or newsletters shared with parents. • Evaluating the effectiveness of the Board of Directors in providing strategic direction and financial support is done through evaluating the board's involvement in setting and achieving strategic goals, monitoring financial performance, and ensuring effective governance practices. The Board’s engagement in decision-making processes, and their contributions to financial planning and resource allocation is also an evidence of their involvement.



	<ul style="list-style-type: none"> • To provide opportunities for parents and stakeholders to receive information about school policies, curriculum standards, and ways to support student learning, the school employs various communication strategies, that include organizing workshops, orientations, or information sessions where parents and stakeholders can learn about school policies and curriculum standards. The school also provides resources, brochures, or online platforms for parents to access information at their convenience. • Establishing clear communication channels to involve parents and teachers in decision-making is achieved through the establishment of a Parents Council which actively participates in discussions, provide input, and contribute to decision-making processes. Regular feedback mechanisms, such as surveys or suggestion boxes, is implemented to gather input from parents and stakeholders on school policies and practices.
Responsible	Principal, VPs, Head of Departments and Section Heads
Time line	Every Year (April 2024 – March 2027)
Indicator of Success	<ul style="list-style-type: none"> • The school leverages the benefits of the local community to enhance students' learning and enrich their experiences. By actively engaging with the local community, the school creates opportunities for students to learn from real-world experiences and interact with professionals or experts in various fields. This collaboration can include guest speakers, community service projects, internships, or mentorship programs. • In return, the local community also benefits from the school's facilities. The school may open its doors for community events, sports facilities, or cultural activities, providing a space for residents to gather and engage in various activities. This mutual exchange strengthens the bond between the school and the community, fostering a sense of belonging and shared responsibility. • The school's participation in learning communities plays a vital role in supporting students' learning. By joining educational networks or associations, the school gains access to resources, best practices, and professional development opportunities for its teachers. This knowledge and support are then transferred to the students through innovative teaching methods, curriculum enhancement, or collaborative projects with other schools.



	<ul style="list-style-type: none"> • To ensure effective communication and involvement, the school takes measures to keep parents informed of their children's progress and well-being. This can be achieved through various channels such as Parent-Teacher Meetings (PTMs), where parents have face-to-face discussions with teachers to discuss their child's academic performance and behavior. Additionally, the school uses digital platforms like Google Classroom, the school website, or social media pages (such as Facebook and Instagram) to share updates, assignments, and important announcements with parents. • To facilitate direct communication between parents and the school, the school provides an individual WhatsApp number, allowing parents to approach the school administration or teachers directly with any concerns or inquiries. Furthermore, the school also establishes a dedicated WhatsApp community group for parents, fostering a sense of community and enabling parents to connect, share information, and engage in discussions related to the school. Bulk Message Service (BMS) is also in use to send out the information.
Resources	Community, School's facility, PTMs, BMSs, Google Classroom, School Website, School's Facebook page, School's Instagram page, recreational and educational trips. School WhatsApp Community Group, School Individual WhatsApp number.
Evaluation Tools	<ul style="list-style-type: none"> • Surveys or questionnaires specifically designed for students to gather their feedback on various aspects of their educational experience. • Interviews to have more in-depth discussions with students about their perceptions, needs, and suggestions. • Parents' surveys to gather their feedback and perspectives on their child's education and their experience with the school including questions about communication effectiveness, parent-teacher relationships, curriculum, school facilities, and overall satisfaction. • Analyzing survey data to identify patterns, trends, and areas of strength or improvement. • Suggestion boxes where students and parents can submit anonymous or named suggestions and feedback. • Regularly review and analyze the suggestions to identify common themes, areas for improvement, and actionable steps. • Monitor and review emails and call records received from parents to gather insights, concerns, and suggestions. • Records of communication to track recurring issues, trends, and areas requiring attention.



	<ul style="list-style-type: none"> Information to address individual concerns and identify broader patterns that may require systemic improvements.
Impact	<p>Improved quality of education refers to enhancements in various aspects of the educational system that lead to better learning outcomes, student engagement, and overall educational experiences.</p> <p>Governance, parental involvement, and stakeholder engagement have a significant impact on the overall functioning and success of a school. Strong governance ensures that schools have clear policies, procedures, and decision-making structures in place. It establishes a framework for accountability, transparency, and efficient management of resources.</p> <p>When parents are actively engaged in their child's education, it creates a supportive and collaborative learning environment. Parents can contribute by participating in parent-teacher associations, attending school events.</p> <p>Engaging stakeholders such as community members, local organizations, businesses, and educational partners can bring valuable resources and expertise to the school. y actively involving stakeholders in the decision-making process, schools can benefit from diverse perspectives and ideas. This collaborative approach facilitates the development and implementation of strategic plans, curriculum enhancements, and the adoption of innovative teaching practices.</p> <p>An inclusive and positive school culture is fostered when governance structures, parents, and stakeholders actively promote a shared vision and values. This collaborative effort creates a safe, respectful, and supportive environment that nurtures student well-being, positive behavior, and academic success.</p>