
School Improvement Plan

Balsam Academy

DOMAIN 1: CURRICULUM, PEDAGOGY AND ASSESSMENT

Sub Domain: 1.1 Curriculum Planning

Standard: 1.1.1 Principal and teachers are familiar with the spirit and content of NCF and recommendations of NEP

Focus Area 1: Curriculum Alignment and Teaching Practices

April 2024: Establishing a focus group

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Forming a focus group comprising school leaders, curriculum specialists, and teachers.

How: Convene a meeting to discuss the composition and objectives of the focus group, ensuring representation from all relevant stakeholders.

May 2024: Conducting comprehensive analysis

Who: Focus Group

What: Analysing current curriculum and teaching practices vis-a-vis NEP and NCF.

How: Gather data through surveys, interviews, and document analysis; conduct workshops and discussions to identify strengths, weaknesses, and gaps.

June 2024: Identifying gaps and proposing measures

Who: Focus Group

What: Identifying gaps and proposing measures to address them.

How: Analyse data collected in May, prioritise areas for improvement, and develop action plans with specific strategies and timelines.

July 2024: Implementing measures and tracking progress

Who: Focus Group, Teachers

What: Implementing measures and tracking progress.

How: Roll out action plans developed in June, provide necessary resources and support to teachers, establish monitoring mechanisms, and track implementation progress.

October 2024: Reviewing progress and making adjustments

Who: Focus Group, Principal

What: Reviewing progress and making necessary adjustments.

How: Evaluate implementation effectiveness, identify challenges and successes, adjust action plans as needed, and communicate outcomes to the stakeholders.

January 2025: Final evaluation and adjustment

Who: Focus Group, Principal

What: Final evaluation and adjustment for the next year.

How: Conduct a comprehensive review of the year's initiatives, assess impact on student learning outcomes, make final adjustments to the curriculum and teaching practices for the upcoming year.

Year-long: Regular meetings and training

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Regular meetings and training to evaluate the implementation of the Integrated Annual Curriculum and Pedagogical Plan (IACPP).

How: Schedule monthly or bi-monthly meetings to review progress, provide ongoing professional development opportunities for teachers, and ensure continuous improvement in curriculum alignment and teaching practices.

Standard: 1.1.4 Curriculum develops skills and abilities which prepares students for lifelong learning; fosters global citizenship leading to attainment of Sustainable Development Goals (SDGs).

Focus Area 2: Collaboration and Networking

May 2024: Developing a plan

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Developing a plan to facilitate staff and student interactions with other schools and institutions at regional, national, and international levels.

How: Form a working group, research best practices, identify potential partners, and draft a collaborative plan.

June 2024: Initiating activities

Who: Focus Group, Teachers

What: Initiating activities outlined in the collaboration plan.

How: Implement joint projects, exchange programs, and virtual interactions with partner schools and institutions.

September 2024: Assessing impact

Who: Focus Group, Teachers

What: Assessing the impact of collaborative activities on learner outcomes.

How: Collect feedback from teachers and students, analyse participation rates and student engagement, and evaluate the effectiveness of collaborative initiatives.

December 2024: Analysing data and adjusting strategies

Who: Focus Group, Principal

What: Analysing data and adjusting collaboration strategies as necessary.

How: Review assessment findings, identify strengths and weaknesses of collaborative efforts, and revise the collaboration plan accordingly.

Year-long: Regular meetings and training

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Regular meetings and training for teachers to evaluate impact and identify areas for improvement.

How: Schedule periodic meetings to discuss collaborative activities, share best practices, and provide support for teachers involved in partnership initiatives.

Sub Domain: 1.2 Teaching Learning Processes

Standard: 1.2.3 Teachers are empowered to adopt varied teaching learning approaches reflecting their understanding of the needs of the diverse students and create a conducive environment for joyful learning

Focus Area 3: Skill Enhancement and Development

May 2024: Providing training

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Providing training to teachers on innovative teaching learning material development.

How: Organise workshops, seminars, and peer learning sessions to introduce teachers to innovative teaching materials and methodologies.

June 2024: Beginning implementation

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Beginning implementation of skill enhancement programs and capacity-building programs for teachers and students.

How: Integrate newly acquired skills into classroom practices, encourage experimentation, and provide ongoing support and resources.

September 2024: Evaluating progress

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads, Teachers

What: Evaluating progress and making necessary adjustments.

How: Collect feedback from teachers and students, assess the impact of skill enhancement programs on teaching practices and student learning outcomes, and adjust strategies accordingly.

December 2024: Assessing impact

Who: Principal, Vice-Principal, Co-Scholastic Head, Subject Heads

What: Assessing impact on student participation in events and skill enhancement.

How: Review participation rates in extracurricular activities, analyse student performance data, and evaluate the overall impact of skill enhancement initiatives on student engagement and achievement.

Sub Domain: 1.4 Mainstreaming Physical Education and Sports

Standard: 1.4.1 School has a Policy and a strong leadership for promoting Health and Physical Education in Students.

Focus Area 4: Health and Wellness

May 2024: Developing an innovative plan

Who: Principal, Vice-Principal, Co-Scholastic Head, Sports Director, Teachers

What: Developing an innovative PE and Sports plan collaboratively.

How: Convene a working group, assess current PE and sports programs, and brainstorm ideas for enhancing health and wellness initiatives.

August 2024: Involving alumni and parents

Who: Principal, Vice-Principal, Co-Scholastic Head, Sports Director, Alumni Association, Parent-Teacher Association

What: Involving alumni and parents in the Health and Wellness Program.

How: Organise meetings with alumni and parents to garner support, solicit feedback, and involve them in planning and implementing health and wellness activities.

September 2024: Implementing coordinated program

Who: Principal, Vice-Principal, Co-Scholastic Head, Sports Director, Teachers

What: Implementing coordinated health and wellness program.

How: Roll out planned initiatives, provide necessary resources and training for teachers, and establish monitoring mechanisms to ensure program effectiveness.

October 2024: Assessing effectiveness

Who: Principal, Vice-Principal, Co-Scholastic Head, Sports Director

What: Assessing effectiveness and making adjustments.

How: Evaluate participation rates, measure student health indicators, and gather feedback from stakeholders to assess the impact of health and wellness initiatives, and adjust strategies as needed.

Sub Domain: 1.5 Values and Ethos

Standard: 1.5.1 The school nurtures values through a climate of care, compassion, and respect; welcomes diversity and creates a culture of pride for the school amongst the stakeholders.

Focus Area 5: Values Integration and Attendance

June 2024: Defining core values

Who: Principal, Vice-Principal, Co-Scholastic Head, Teachers, Student Council

What: Defining core values and integrating them into school practices.

How: Facilitate discussions with stakeholders to identify and prioritise core values, develop strategies for embedding values in school culture and activities.

September 2024: Implementing strategies

Who: Principal, Vice-Principal, Co-Scholastic Head, Teachers, Student Council

What: Implementing strategies to improve attendance.

How: Launch attendance improvement initiatives, such as rewards programs, parent engagement campaigns, and mentoring support for at-risk students.

November 2024: Evaluating impact

Who: Principal, Vice-Principal, Co-Scholastic Head, Teachers, Student Council Head

What: Evaluating impact on values integration and attendance.

How: Review attendance data, survey stakeholders for feedback on values integration efforts, and assess the effectiveness of implemented strategies.

Sub Domain: 1.7 Early Childhood Care and Education and Foundational Literacy and Numeracy

Standard: 1.7.1 The school organises content and teaching learning material based on defined Learning Outcomes, principles and guidelines given in NCF for Foundational Stage along with consideration for the local context.

Focus Area 6: Assessment Practices and Local Language Integration

July 2024: Integrating ICT in assessment practices

Who: Principal, Vice-Principal, Co-Scholastic Head, ICT Head, Teachers

What: Integrating ICT in assessment practices.

How: Provide training on using digital tools for assessment, develop online assessment platforms, and incorporate technology-enhanced assessment methods into teaching practices.

November 2024: Involving students in defining criteria

Who: Principal, Vice-Principal, Co-Scholastic Head, Teachers, Student Representatives

What: Involving students in defining assessment criteria.

How: Organise workshops or focus groups with students to gather their input on assessment criteria, ensuring alignment with learning outcomes and promoting student ownership of the assessment process.

December 2024: Ensuring access to teaching learning material

Who: Principal, Vice-Principal, Co-Scholastic Head, Teachers

What: Ensuring access to teaching learning material in local language.

How: Translate and adapt teaching materials into local languages, collaborate with local communities to develop culturally relevant resources, and distribute materials to students and teachers.

January 2025: Monitoring student progress

Who: Principal, Vice-Principal, Co-Scholastic Head, Teachers

What: Monitoring student progress and assessing assessment practices.

How: Analyse student performance data, solicit feedback from teachers and students on assessment practices, and make adjustments to ensure fair and effective assessment methods.

Review:

Quarterly reviews will be conducted to assess progress, identify challenges, and make necessary adjustments. Each review will include data analysis, stakeholder feedback, and evaluation of implemented actions. Adjustments will be made based on the outcomes of the reviews to ensure continuous improvement.

DOMAIN 2: INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS

Sub Domain: 2.1 Classrooms, Library, Laboratories, Computer Labs, ICT Facilities and rooms for different activities

Standard: 2.1.2 School Library

Focus Area 1: Library Enhancement

June 2024: Assessing the current state of the library

Who: Head of Operations, Facility Manager, Librarian

What: Assess the current state of the library, including collection, facilities, and technology.

How: Conduct inventory, gather feedback from students and staff, and assess the condition of facilities and technology.

July 2024: Developing a plan for library improvement

Who: Head of Operations, Facility Manager, Librarian

What: Develop a plan for library improvement, including acquisition of new books, technology upgrades, and space renovation.

How: Analyse assessment findings, prioritise improvement areas, and develop a detailed improvement plan with clear objectives and timelines.

September 2024: Implementing library improvement plan

Who: Head of Operations, Facility Manager, Librarian, Finance Controller

What: Implement library improvement plan, including purchasing new books, upgrading technology, and renovating space.

How: Procure necessary resources, coordinate renovation activities, and oversee implementation according to the improvement plan.

December 2024: Evaluating the effectiveness of library improvements

Who: Head of Operations, Facility Manager, Librarian

What: Evaluate the effectiveness of library improvements and make necessary adjustments.

How: Gather feedback from library users, assess usage data, and conduct a review of the renovated space and upgraded technology to identify areas for improvement.

Standard: 2.1.3 School Laboratories

Focus Area 2: Laboratory Enhancement

June 2024: Assessing the current state of laboratories

Who: Head of Operations, Facility Manager, Laboratory Technicians

What: Assess the current state of laboratories, including equipment, safety measures, and functionality.

How: Conduct inspections, review equipment maintenance records, and gather feedback from laboratory users to identify areas for improvement.

July 2024: Developing a plan for laboratory improvement

Who: Head of Operations, Facility Manager, Laboratory Technicians

What: Develop a plan for laboratory improvement, including upgrading equipment, enhancing safety measures, and improving functionality.

How: Prioritise improvement areas based on assessment findings, research best practices, and develop a detailed improvement plan with input from laboratory staff.

September 2024: Implementing laboratory improvement plan

Who: Head of Operations, Facility Manager, Laboratory Technicians, Finance Controller

What: Implement laboratory improvement plan, including procuring new equipment, enhancing safety measures, and optimising functionality.

How: Coordinate procurement and installation of new equipment, conduct safety training for laboratory staff, and oversee implementation of improvement measures.

December 2024: Evaluating the effectiveness of laboratory improvements

Who: Head of Operations, Facility Manager, Laboratory Technicians

What: Evaluate the effectiveness of laboratory improvements and make necessary adjustments.

How: Review laboratory usage data, conduct safety inspections, and gather feedback from laboratory staff and users to assess the impact of improvement measures.

Standard: 2.1.4 Computer and other ICT facilities

Focus Area 3: ICT Facility Enhancement

June 2024: Assessing the current state of computer labs and other ICT facilities

Who: Head of Operations, Facility Manager, ICT Head

What: Assess the current state of computer labs and other ICT facilities, including equipment, software, and infrastructure.

How: Conduct inventory of hardware and software, assess network infrastructure, and gather feedback from users regarding functionality and performance.

July 2024: Developing a plan for ICT facility improvement

Who: Head of Operations, Facility Manager, ICT Head

What: Develop a plan for ICT facility improvement, including upgrading equipment, updating software, and enhancing infrastructure.

How: Identify gaps and areas for improvement, research technological advancements, and develop a comprehensive improvement plan with input from IT staff.

September 2024: Implementing ICT facility improvement plan

Who: Head of Operations, Facility Manager, ICT Head, Finance Controller

What: Implement ICT facility improvement plan, including procuring new equipment, updating software licenses, and enhancing infrastructure.

How: Procure necessary hardware and software, coordinate installation and configuration, and conduct training for staff and users on new systems and tools.

December 2024: Evaluating the effectiveness of ICT facility improvements

Who: Head of Operations, Facility Manager, ICT Head, Finance Controller

What: Evaluate the effectiveness of ICT facility improvements and make necessary adjustments.

How: Monitor system performance and user feedback, conduct usability testing, and assess the impact of improvements on teaching and learning outcomes.

Standard: 2.1.5 Sufficient activity rooms for art, sculpture, music, dance, and theatre

Focus Area 4: Activity Room Expansion

July 2024: Assessing the current availability and condition of activity rooms

Who: Head of Operations, Facility Manager, Co-Scholastic Head

What: Assess the current availability and condition of activity rooms for art, music, dance, and theatre.

How: Survey existing facilities, evaluate usage patterns, and identify any deficiencies or areas for improvement.

August 2024: Identifying space and resources for additional activity rooms

Who: Head of Operations, Facility Manager, Co-Scholastic Head, Finance Controller

What: Identify space and resources for additional activity rooms, if necessary.

How: Assess available space within the campus, explore options for repurposing existing rooms or constructing new facilities, and develop a plan for expansion.

September 2024: Renovating existing spaces or constructing new rooms

Who: Head of Operations, Facility Manager, Co-Scholastic Head, Finance Controller

What: Renovate existing spaces or construct new rooms as per the identified needs.

How: Coordinate construction or renovation activities, ensure compliance with building codes and safety regulations, and oversee the completion of the new activity rooms.

November 2024: Equipping the activity rooms

Who: Head of Operations, Facility Manager, Co-Scholastic Head, Finance Controller

What: Equip the activity rooms with necessary materials and technology.

How: Procure furniture, equipment, and supplies for the new activity rooms, install necessary technology and audiovisual equipment, and ensure readiness for use.

December 2024: Ensuring functionality and accessibility

Who: Head of Operations, Facility Manager, Co-Scholastic Head

What: Ensure functionality and accessibility of the newly created or renovated activity rooms.

How: Conduct inspections to verify compliance with safety and accessibility standards, solicit feedback from users, and address any issues or concerns raised.

Sub Domain: 2.2 Principal's Office, Staff room and Administrative Offices

Standard: 2.2.1 The school has adequate space for Principal, staff, and administration

Focus Area 5: Administrative Space Optimisation

June 2024: Assessing the current allocation and utilisation of administrative space

Who: Head of Operations, Facility Manager, Administration Staff

What: Assess the current allocation and utilisation of administrative space.

How: Review floor plans, evaluate office configurations, and gather input from administrative staff regarding space needs and usage patterns.

July 2024: Identifying opportunities for optimising administrative space

Who: Head of Operations, Facility Manager, Administration Staff

What: Identify opportunities for optimising administrative space to accommodate the needs of the Principal, staff, and administration.

How: Analyse assessment findings, explore flexible workspace solutions, and consider reorganisation or consolidation of office areas.

August 2024: Implementing space optimisation strategies

Who: Head of Operations, Facility Manager, Administration Staff

What: Implement space optimisation strategies, such as reorganisation of offices or utilisation of multi-functional spaces.

How: Redesign office layouts, relocate furniture and equipment as needed, and communicate changes to staff to facilitate a smooth transition.

September 2024: Evaluating the effectiveness of administrative space optimisation

Who: Head of Operations, Facility Manager, Administration Staff

What: Evaluate the effectiveness of administrative space optimisation and make necessary adjustments.

How: Monitor space utilisation metrics, gather feedback from staff, and assess the impact of space optimisation on workflow efficiency and collaboration.

Standard: 2.3.1 The school has effective preventive health care and health management facilities

Focus Area 6: Health Facility Improvement

July 2024: Assessing the current state of preventive health care and health management facilities

Who: Head of Operations, Facility Manager, Health Coordinator

What: Assess the current state of preventive health care and health management facilities.

How: Review health services offered, evaluate facility conditions, and gather feedback from staff and students regarding health care needs and satisfaction levels.

August 2024: Developing a plan for health facility improvement

Who: Head of Operations, Facility Manager, Health Coordinator

What: Develop a plan for health facility improvement, including enhancing preventive measures, upgrading health management resources, and improving emergency response protocols.

How: Identify priority areas for improvement, research best practices in health care management, and develop a comprehensive improvement plan with input from health professionals.

October 2024: Implementing health facility improvement plan

Who: Head of Operations, Facility Manager, Health Coordinator, Finance Controller

What: Implement health facility improvement plan, including staff training, procurement of necessary equipment and supplies, and infrastructure upgrades.

How: Procure medical supplies and equipment, conduct training for health care staff, and implement infrastructure improvements to enhance the delivery of health services.

December 2024: Evaluating the effectiveness of health facility improvements

Who: Head of Operations, Facility Manager, Health Coordinator

What: Evaluate the effectiveness of health facility improvements and make necessary adjustments.

How: Monitor health service utilisation rates, assess patient satisfaction surveys, and conduct audits to ensure compliance with health care standards and regulations.

Sub Domain: 2.4 Water, Sanitation Facilities and Waste Management

Standard: 2.4.1 The school ensures safe drinking water, adequate sanitation, and effective waste management.

Focus Area 7: Water, Sanitation, and Waste Management Enhancement

June 2024: Conducting an assessment of water, sanitation, and waste management facilities

Who: Head of Operations, Facility Manager, Campus Upkeep Officer

What: Conduct an assessment of water, sanitation, and waste management facilities.

How: Inspect water sources, sanitation facilities, and waste disposal systems, and review maintenance records to identify areas for improvement.

July 2024: Developing a plan for enhancing water quality, sanitation facilities, and waste management systems

Who: Head of Operations, Facility Manager, Campus Upkeep Officer

What: Develop a plan for enhancing water quality, sanitation facilities, and waste management systems.

How: Research best practices in water quality management and waste disposal, identify infrastructure upgrades needed, and develop a comprehensive improvement plan.

September 2024: Implementing improvements to water, sanitation, and waste management facilities

Who: Head of Operations, Facility Manager, Sanitation Supervisor, Procurement Officer

What: Implement improvements to water, sanitation, and waste management facilities, including repairs, upgrades, and maintenance.

How: Procure necessary materials and equipment, coordinate repair and maintenance activities, and train staff on proper waste disposal procedures.

December 2024: Evaluating the effectiveness of enhancements

Who: Head of Operations, Facility Manager, Campus Upkeep Officer

What: Evaluate the effectiveness of enhancements and make necessary adjustments.

How: Monitor water quality testing results, assess sanitation facility usage rates, and conduct waste audits to measure the impact of improvements on health and safety.

Sub Domain: 2.5 Furniture

Standard: 2.5.1 The school has adequate, safe, comfortable, age appropriate and aesthetically designed furniture.

Focus Area 8: Furniture Upgrade

August 2024: Conducting an inventory of existing furniture

Who: Head of Operations, Facility Manager, Finance Controller

What: Conduct an inventory of existing furniture and assess its condition and suitability.

How: Survey classrooms, offices, and common areas, catalog existing furniture, and assess its condition in terms of usability and safety.

September 2024: Developing a plan for furniture upgrade

Who: Head of Operations, Facility Manager, Finance Controller

What: Develop a plan for furniture upgrade, including replacement of damaged or outdated furniture and acquisition of new furniture as needed.

How: Analyse assessment findings, research furniture options, and develop a procurement plan that aligns with budgetary constraints and space requirements.

March 2025: Procuring new furniture

Who: Head of Operations, Facility Manager, Finance Controller

What: Procure new furniture and dispose of old or damaged furniture in an environmentally friendly manner.

How: Issue purchase orders, coordinate delivery and installation of new furniture, and arrange for disposal or recycling of old furniture according to waste management protocols.

April 2025: Installing new furniture

Who: Head of Operations, Facility Manager, Maintenance Staff

What: Install new furniture and ensure its proper arrangement and utilisation.

How: Coordinate with maintenance staff to install new furniture, arrange furniture layout according to ergonomic principles and functional requirements, and ensure accessibility for all users.

Sub Domain: 2.7 Eco friendly orientation and integration of Organic Living in Curriculum

Standard: 2.7.1 The school follows eco-friendly/green practices to promote and inculcate organic lifestyle among students.

Focus Area 9: Organic Living Integration**June 2024: Assessing the current eco-friendly/green practices and the integration of organic living in the curriculum**

Who: Head of Operations, Facility Manager, SEWA Coordinator, Subject Heads

What: Assess the current eco-friendly/green practices and the integration of organic living in the curriculum.

How: Review current practices, analyse curriculum content, and gather feedback from stakeholders to evaluate the school's efforts in promoting eco-friendly behaviours and organic living.

July 2024: Developing a plan for the promotion and integration of an organic lifestyle

Who: Head of Operations, Facility Manager, SEWA Coordinator, Subject Heads

What: Develop a plan for the promotion and integration of an organic lifestyle, including updating the curriculum, initiating eco-friendly projects, and organising awareness campaigns.

How: Identify areas for improvement, research best practices in environmental education, and develop a comprehensive plan with input from curriculum experts and sustainability advocates.

September 2024: Implementing the plan

Who: Head of Operations, Facility Manager, SEWA Coordinator, Subject Heads

What: Implement the plan, including updating the curriculum, initiating eco-friendly projects, and organising awareness campaigns.

How: Integrate eco-friendly themes into lesson plans, launch eco-friendly initiatives such as recycling programs or gardening projects, and conduct awareness campaigns to promote sustainable behaviours among students and staff.

December 2024: Evaluating the effectiveness of the promotion and integration of an organic lifestyle

Who: Head of Operations, Facility Manager, SEWA Coordinator, Subject Heads

What: Evaluate the effectiveness of the promotion and integration of an organic lifestyle and make necessary adjustments.

How: Monitor participation in eco-friendly activities, assess changes in attitudes and behaviours toward sustainability, and gather feedback from stakeholders to measure the impact of initiatives on environmental awareness and practices.

Sub Domain: 2.8 Safety Provisions

Standard: 2.8.1 The school ensures Whole School Safety and Security Approach for all as per statutory norms.

Focus Area 10: Safety Protocol Enhancement

July 2024: Reviewing existing safety protocols and procedures

Who: Head of Operations, Facility Manager, Security and Safety Committee

What: Review existing safety protocols and procedures.

How: Conduct a comprehensive review of emergency response plans, security measures, and safety protocols to identify areas for improvement.

August 2024: Identifying areas for improvement and developing a plan

Who: Head of Operations, Facility Manager, Security and Safety Committee

What: Identify areas for improvement and develop a plan for safety protocol enhancement.

How: Analyse findings from the safety review, solicit input from stakeholders, and develop a prioritised plan with actionable steps to strengthen safety measures.

September 2024: Implementing safety protocol enhancements

Who: Head of Operations, Facility Manager, Security and Safety Committee

What: Implement safety protocol enhancements, including training staff, updating emergency response plans, and improving infrastructure.

How: Conduct staff training sessions, revise emergency procedures, and implement physical security upgrades as outlined in the enhancement plan.

November 2024: Conducting drills and simulations

Who: Head of Operations, Facility Manager, Security and Safety Committee

What: Conduct drills and simulations to test the effectiveness of safety protocols.

How: Organise emergency drills, such as fire drills or lockdown simulations, and evaluate staff and student responses to identify strengths and areas for improvement.

December 2024: Evaluating outcomes and making adjustments

Who: Head of Operations, Facility Manager, Security and Safety Committee

What: Evaluate the outcomes of drills and simulations and make necessary adjustments to safety protocols.

How: Analyse drill performance data, gather feedback from participants, and revise safety protocols and procedures based on lessons learned from the simulations.

Sub Domain: 2.9 Playground and Sports Facilities

Standard: 2.9.1 Indoor and outdoor sport facilities are available and support divyang

Focus Area 11: Playground and Sports Facility Improvement

August 2024: Assessing the current state of indoor and outdoor sports facilities

Who: Head of Operations, Facility Manager, Sports Director

What: Assess the current state of indoor and outdoor sports facilities, including equipment, safety measures, and accessibility for all.

How: Inspect sports facilities, evaluate equipment condition, and assess compliance with accessibility standards to identify areas for improvement.

November 2024: Developing a plan for playground and sports facility improvement

Who: Head of Operations, Facility Manager, Sports Director

What: Develop a plan for playground and sports facility improvement, including upgrading equipment, enhancing safety measures, and improving accessibility.

How: Prioritise improvement projects, solicit input from sports coaches and athletes, and develop a comprehensive plan with clear objectives and timelines.

March 2025: Implementing playground and sports facility improvement plan

Who: Head of Operations, Facility Manager, Sports Director, Finance Controller

What: Implement playground and sports facility improvement plan, including procuring new equipment, enhancing safety measures, and optimising accessibility and inclusivity.

How: Procure necessary sports equipment, coordinate construction activities, and oversee installation of safety enhancements to ensure compliance with accessibility guidelines.

April 2025: Evaluating the effectiveness of playground and sports facility improvements

Who: Head of Operations, Facility Manager, Sports Director

What: Evaluate the effectiveness of playground and sports facility improvements and make necessary adjustments.

How: Monitor usage rates of sports facilities, assess athlete feedback on equipment performance, and conduct safety inspections to measure the impact of improvements on sports program quality and participant satisfaction.

Sub Domain: 2.12 Transport and Escort Facility

Standard: 2.12.1 School provides optional, safe and reliable transportation facility to accessible and remote areas.

Focus Area 12: Transportation Facility Improvement

July 2024: Assessing the current transportation facilities and services

Who: Head of Operations, Facility Manager, Transport Manager

What: Assess the current transportation facilities and services.

How: Review existing transportation routes, evaluate vehicle condition and maintenance records, and gather feedback from students and parents regarding transportation needs and satisfaction levels.

August 2024: Identifying opportunities for improvement and developing a plan

Who: Head of Operations, Facility Manager, Transport Manager

What: Identify opportunities for improvement and develop a plan for transportation facility enhancement.

How: Analyse assessment findings, research transportation best practices, and develop a comprehensive improvement plan with input from transportation staff and stakeholders.

September 2024: Implementing transportation facility improvement plan

Who: Head of Operations, Facility Manager, Transport Manager, Finance Controller

What: Implement transportation facility improvement plan, including vehicle maintenance, route optimisation, and safety enhancements.

How: Conduct necessary repairs and maintenance on vehicles, review and optimise transportation routes, and implement safety upgrades as outlined in the improvement plan.

November 2024: Evaluating the effectiveness of transportation facility improvements

Who: Head of Operations, Facility Manager, Transport Manager

What: Evaluate the effectiveness of transportation facility improvements and make necessary adjustments.

How: Monitor transportation service reliability, gather feedback from users regarding service quality, and conduct safety audits to measure the impact of improvements on transportation safety and efficiency.

Review:

Quarterly reviews will continue to assess progress and make necessary adjustments. Feedback mechanisms will be utilised to gather inputs from stakeholders for further improvements.

Continuous monitoring of implementation and impact will ensure alignment with school objectives and priorities in fostering inclusivity and safety for all students.

DOMAIN 3: HUMAN RESOURCES

Sub Domain: 3.1 School Staff – teaching and non-teaching

Standard: 3.1.1 The school recruits qualified and competent staff (teaching and non-teaching) that is sufficient in number to support fulfilment of school mission and objectives

Focus Area 1: Staff Recruitment and Training

April 2024: Ensuring compliance with recruitment norms and background checks

Who: HR Officer, School Counsellor

What: Ensure compliance with recruitment norms and conduct background checks for all new hires.

How: Review recruitment policies and procedures, verify qualifications and credentials of candidates, and conduct thorough background checks to ensure the suitability of candidates for employment.

May 2024: Providing child protection training for all staff

Who: HR Officer, School Counsellor

What: Provide child protection training for all staff to ensure the safety and well-being of students.

How: Organise training sessions on child protection policies and procedures, conduct workshops on recognising signs of abuse, and provide resources for staff to report concerns and seek assistance.

May 2024: Introducing Teacher’s Self-Assessment Rubrics (TSAR)

Who: HR Officer, School Counsellor, Subject Heads

What: Introduce Teacher’s Self-Assessment Rubrics (TSAR) and encourage self-assessment among teaching staff.

How: Develop and distribute TSAR tools, provide training on how to use them effectively, and encourage teachers to reflect on their teaching practices and areas for improvement.

June 2024: Acknowledging teachers completing online courses on DIKSHA

Who: HR Officer, School Counsellor, Subject Heads

What: Acknowledge teachers completing online courses on DIKSHA and integrate learnings into lesson plans.

How: Monitor teachers’ participation in online courses, recognise and reward completion of courses, and facilitate sharing of knowledge and best practices among staff members.

Standard: 3.1.6 The school creates a positive organisational culture of engagement that strengthens employee-leader relationships

Focus Area 2: HR Policy and Recognition

June 2024: Developing and implementing School HR Policy inclusive of Recognition Programme

Who: HR Officer, School Counsellor, Management Team

What: Develop and implement a School HR Policy inclusive of a Recognition Programme to foster a positive organisational culture.

How: Review existing HR policies, solicit feedback from staff members, and develop a comprehensive HR policy document that includes guidelines for recognition and appreciation of staff contributions.

October 2024: Assessing impact of recognition practices on employee engagement and productivity

Who: HR Officer, School Counsellor, Quality Assurance Officer

What: Assess the impact of recognition practices on employee engagement and productivity.

How: Gather feedback from staff through surveys or focus groups, analyse indicators of employee engagement and productivity, and identify areas for improvement in the recognition program based on evaluation findings.

Sub Domain: 3.2 Parents

Standard: 3.2.1 Parents are equal and vital partners in education.

Focus Area 3: Parent and Student Engagement

January 2025: Collaborating with parents in developing and implementing school policies

Who: HR Officer, School Counsellor, Parent Representatives, Management Team

What: Collaborate with parents in developing and implementing school policies to foster a sense of partnership in education.

How: Organise meetings or workshops with parent representatives to discuss policy development, seek input on key issues, and ensure that parents' perspectives are incorporated into decision-making processes.

February 2025: Engaging students in activities to share insights and develop Health Promoting School Policy

Who: HR Officer, School Counsellor, Student Council Body, Health Coordinator

What: Engage students in activities to share insights and develop a Health Promoting School Policy.

How: Facilitate student-led discussions on health and well-being, encourage students to identify priorities for health promotion initiatives, and involve students in the development of policies and programs that promote a healthy school environment.

Sub Domain: 3.4 Alumni

Standard: 3.4.1 Alumni act as Stakeholders in Quality Education and School Development

Focus Area 4: Alumni Engagement

April 2024: Involving alumni in improvement of school infrastructure and teaching-learning processes

Who: HR Officer, School Counsellor, Alumni Association Representatives

What: Involve alumni in the improvement of school infrastructure and teaching-learning processes.

How: Reach out to alumni through alumni associations or networks, solicit their input on areas for improvement, and engage them in projects or initiatives that contribute to the enhancement of school facilities and educational programs.

May 2024: Utilising alumni association to facilitate connections with higher educational institutions

Who: HR Officer, School Counsellor, Alumni Association Representatives, Career Guidance Counsellor

What: Utilise the alumni association to facilitate connections with higher educational institutions.

How: Collaborate with alumni who are pursuing higher education or working in various fields to provide mentorship opportunities for current students, organise career guidance workshops or alumni panels, and leverage alumni networks to facilitate college admissions or internship placements for students.

Sub Domain: 3.5 Community

Standard: 3.5.1 The school collaborates with community for student achievement and wellbeing and facilitates volunteerism.

Focus Area 5: Community Engagement

June 2025: Registering school on Vidyanjali platform for community engagement

Who: HR Officer, School Counsellor, SEWA Coordinator

What: Register the school on the Vidyanjali platform for community engagement.

How: Coordinate with relevant stakeholders to complete the registration process on the Vidyanjali platform, including providing necessary information about the school and its engagement needs. Ensure that all staff members are trained on how to effectively utilise the platform for engaging with volunteers and community members.

Ongoing: Engaging with community partners

Who: HR Officer, School Counsellor, SEWA Coordinator

What: Actively engage with community partners to foster collaborations for student achievement and well-being.

How: Identify potential community partners, such as local businesses, NGOs, and community organisations, and establish partnerships through meetings, networking events, and joint initiatives. Work collaboratively with community partners to develop and implement programs and activities that support student learning, well-being, and community involvement.

Ongoing: Facilitating volunteerism

Who: HR Officer, School Counsellor, SEWA Coordinator

What: Facilitate volunteer opportunities for community members to contribute to student achievement and well-being.

How: Develop volunteer programs that align with the needs and priorities of the school and the interests and skills of community members. Recruit, train, and support volunteers to participate in various school activities, such as mentoring programs, tutoring sessions, extracurricular activities, and special events. Recognize and appreciate the contributions of volunteers to strengthen community engagement and build positive relationships with community stakeholders.

Review:

Quarterly reviews will continue to assess progress and make necessary adjustments.

Feedback mechanisms will be utilised to gather inputs from stakeholders for further improvements.

Continuous monitoring of implementation and impact will ensure alignment with school objectives and priorities.

DOMAIN 4: INCLUSIVE PRACTICES

Sub Domain: 4.1 Barrier free Environment

Standard: 4.1.1 The school provides equitable, inclusive and accessible physical environment in which divyang and students from all socio economic backgrounds learn and thrive alongside their peers.

Focus Area 1: Parent Orientation on Equity and Inclusivity

June 2024: Organising orientation sessions for parents on equity, inclusivity, and accessibility

Who: Safety Officer, Special Educator, Facility Manager, Transport Manager, Parent Representatives

What: Organise orientation sessions for parents to educate them about equity, inclusivity, and accessibility within the school environment.

How: Develop informative sessions covering topics such as inclusive practices, accessibility features, and support services available for students. Provide tours of the school facilities to showcase accommodations and answer questions from parents.

August 2024: Gathering feedback from parents and assessing the impact of orientation sessions

Who: Safety Officer, Special Educator, Facility Manager, Transport Manager, Parent Representatives

What: Gather feedback from parents who attended orientation sessions and assess the impact of these sessions on their understanding and engagement.

How: Distribute feedback forms or conduct surveys to collect parents' perspectives on the effectiveness of the orientation sessions. Analyse feedback to identify areas of improvement and measure the success of the sessions in promoting understanding and engagement regarding equity and inclusivity.

Standard: 4.1.2 The school addresses equity and inclusivity by providing accessible curriculum to divyang and students from all socio economic backgrounds.

Focus Area 2: Curriculum Safety and Security

July 2024: Reviewing curriculum design to incorporate safety and security considerations

Who: Safety Officer, Special Educator, Subject Heads

What: Review the existing curriculum design to identify areas where safety and security considerations can be incorporated.

How: Assess curriculum materials, activities, and assessments to ensure they are inclusive and considerate of students' safety and security. Make necessary revisions to align with best practices and guidelines.

August 2024: Implementing modifications to enhance safety and security for all students

Who: Safety Officer, Special Educator, Subject Heads

What: Implement modifications to the curriculum to enhance safety and security for all students.

How: Integrate safety and security measures into lesson plans, activities, and assessments. Provide training for teachers on implementing these modifications effectively. Monitor implementation and gather feedback from teachers and students to assess the impact of the modifications.

Standard: 4.1.3 The school adopts accessible and inclusive pedagogical and assessment practices to accommodate divyang and students from diverse socio economic backgrounds.

Focus Area 3: Inclusive Teaching-Learning Practices

May 2024: Providing training to teachers on making the teaching-learning process inclusive

Who: Special Educator, Curriculum Coordinator, Subject Heads

What: Provide training sessions for teachers on incorporating inclusive practices into their teaching.

How: Offer workshops or professional development sessions focused on inclusive teaching strategies, differentiated instruction, and accommodations for diverse learners. Provide resources and support for teachers to adapt their teaching practices to meet the needs of all students.

June 2024: Implementing individualised support for divyang and students from diverse backgrounds

Who: Special Educator, Curriculum Coordinator, Support Staff

What: Implement individualised support plans for divyang and students from diverse backgrounds.

How: Collaborate with teachers to identify students' specific needs and develop personalised support plans. Provide ongoing assistance, accommodations, and resources to ensure students have equitable access to learning opportunities. Monitor progress and adjust support strategies as needed.

Sub Domain: 4.2 Games, Sports and other Recreational Facilities

Standard: 4.2.1 Indoor and outdoor games, sports and other recreational facilities are provided to divyang and students belonging to different socio economic backgrounds to learn and thrive with their peers.

Focus Area 4: Sensitisation of PE Teachers

April 2024: Sensitising PE teachers about the needs of divyang students

Who: Safety Officer, Special Educator, PE Department

What: Conduct sensitisation sessions for Physical Education (PE) teachers to increase their awareness and understanding of the needs of divyang students.

How: Organise workshops or training sessions focusing on inclusive sports and physical activities, adaptive equipment, and communication strategies for working with divyang students. Provide practical demonstrations and case studies to illustrate effective inclusive practices.

May 2024: Ensuring safe and healthy participation of divyang students in sports and activities

Who: Safety Officer, Special Educator, PE Department

What: Implement measures to ensure the safe and healthy participation of divyang students in sports and activities.

How: Assess the accessibility of sports facilities and equipment for divyang students. Provide specialised training for PE teachers on adapting activities and modifying equipment to accommodate diverse needs. Collaborate with the Special Education department to develop individualised plans for divyang students' participation. Regularly review and adjust safety protocols to maintain a supportive environment for all students.

Sub Domain: 4.3 Transportation Facilities

Standard: 4.3.1 The school provides safe transportation facilities to divyang.

Focus Area 5: Inclusive Training for School Staff

May 2024: Providing inclusive training for school staff, including bus drivers, security, and support staff, and sensitising them

Who: Safety Officer, Transport Manager, HR Officer

What: Conduct inclusive training sessions for school staff, including bus drivers, security personnel, and support staff, to enhance their awareness and sensitivity towards divyang students.

How: Develop training modules covering topics such as disability awareness, communication strategies, and accommodating diverse needs. Provide practical guidance on assisting divyang students during transportation, ensuring accessibility, and addressing specific concerns. Encourage staff members to actively engage with divyang students in a respectful and supportive manner.

Sub Domain: 4.4 Overcoming Attitudinal Barriers

Standard: 4.4.1 The school fosters a culture of compassion, care and empathy towards all.

Focus Area 6: Capacity Building on Cross Disability

July 2024: Conducting capacity building sessions for teachers on cross-disability awareness

Who: Safety Officer, Special Educator, School Counsellor

What: Organise capacity building sessions for teachers to enhance their understanding and empathy towards students with diverse disabilities.

How: Provide comprehensive training on different types of disabilities, their impact on learning and participation, and effective strategies for supporting students with disabilities in the classroom. Offer opportunities for teachers to interact with individuals with disabilities and learn from their experiences. Foster a supportive environment that encourages open dialogue and collaboration among staff members.

Sub Domain: 4.5 Overcoming Attitudinal Barriers

Standard: 4.5.1 Self Defence Training instils a sense of confidence, promotes physical fitness and enhances emotional wellbeing among the girls

Focus Area 7: Self-Defence Training for Girl Students

Who: Safety Officer, Physical Education Department, Student Welfare Officer

What: Plan and execute a self-defence training program for girl students to equip them with essential skills for self-protection and empowerment.

How: Collaborate with experienced self-defence instructors or martial arts trainers to design a curriculum focusing on practical techniques, situational awareness, and confidence-building exercises. Organise interactive sessions and simulations to provide hands-on learning opportunities. Monitor participants' progress and provide ongoing support and encouragement throughout the program.

Review:

Quarterly reviews will continue to assess progress and make necessary adjustments.

Feedback mechanisms will be utilised to gather inputs from stakeholders for further improvements.

Continuous monitoring of implementation and impact will ensure alignment with school objectives and priorities in fostering inclusivity and safety for all students.

DOMAIN 5: MANAGEMENT AND GOVERNANCE

Sub Domain: 5.1 Vision and Mission Statement

Standard: 5.1.1 The School Management and Governance System is driven by Standard Operating Procedures (SOPs) made in alignment with its policies, vision and mission.

Focus Area 1: Curriculum Alignment and Teaching Practices

April 2024: Reviewing current curriculum alignment and teaching practices

Who: Co-scholastic Head, Subject Heads

What: Conduct a comprehensive review of the current curriculum alignment and teaching practices.

How: Analyse curriculum documents, lesson plans, and teaching methodologies to assess alignment with the school's vision and mission. Gather feedback from teachers and students through surveys or focus group discussions. Identify strengths and areas for improvement in curriculum delivery and teaching strategies.

May 2024: Identifying gaps and proposing measures to address them

Who: Subject Heads, Co-scholastic Head, Data Management Officer

What: Analyse the findings from the curriculum review to identify gaps and deficiencies.

How: Utilise data analysis techniques to identify patterns and trends in curriculum implementation.

Collaborate with subject experts and educational specialists to develop targeted interventions and strategies to address identified gaps. Ensure alignment of proposed measures with the school's vision, mission, and SOPs.

June 2024: Implementing IACPP strategies, measures, and tracking progress

Who: Subject Heads, Teaching Staff, HR Officer

What: Implement the Integrated Annual Curriculum and Pedagogical Plan (IACPP) strategies and measures.

How: Provide training and support to teachers on implementing new strategies and measures outlined in the IACPP. Establish mechanisms for tracking and monitoring progress, such as regular classroom observations, student assessments, and teacher feedback sessions. Use data analytics to evaluate the effectiveness of implemented measures.

July 2024: Reviewing progress and making necessary adjustments

Who: Co-scholastic Head, Subject Heads, Data Management Officer

What: Conduct a comprehensive review of the progress made in implementing IACPP strategies and measures.

How: Analyse data on student performance, teacher feedback, and curriculum implementation to assess the impact of interventions. Identify areas of success and areas needing improvement. Make necessary adjustments to the curriculum and teaching practices based on the review findings.

Year-long: Conducting capacity-building programs for teachers on effective resource management and providing regular training sessions for staff on interpersonal, consensus-building, analytical, and communication skills

Who: HR Officer, Core Team

What: Organise capacity-building programs and training sessions for teachers and staff.

How: Design training modules covering topics such as resource management, interpersonal skills, consensus-building, analytical thinking, and communication skills. Provide ongoing support and professional development opportunities throughout the year. Monitor the effectiveness of training programs through feedback mechanisms and performance evaluations.

Sub Domain: 5.3 Effective Coordination

Standard: 5.3.1 The School Management and Governance System establishes effective co-ordination within the school and with outside community to achieve the desired goals.

Focus Area 2: Collaboration and Networking

May 2024: Developing partnerships with the community for resource sharing

Who: CQIC Coordinator, BDO and Relationship Manager

What: Identify potential community partners for resource sharing and collaboration.

How: Reach out to local businesses, NGOs, and other educational institutions to explore partnership opportunities. Develop Memorandums of Understanding (MoUs) or collaboration agreements outlining the terms of partnership and resource sharing. Establish communication channels for ongoing collaboration and coordination.

June 2024: Assessing the impact of the coordination system and taking remedial measures

Who: Data Management Officer, Head of Operations, Core Team

What: Evaluate the effectiveness of the coordination system in achieving school goals and objectives.

How: Collect feedback from stakeholders involved in collaborative efforts, both within the school and with external partners. Use surveys, interviews, or focus group discussions to gather insights into the strengths and weaknesses of the coordination system. Identify areas for improvement and develop remedial action plans to address any issues or challenges.

July 2024: Reviewing feedback from stakeholders on communication system efficacy

Who: Data Management Officer, Communication Team, Head of Operations

What: Review feedback from stakeholders on the efficacy of communication systems and processes.

How: Analyse feedback collected through surveys, feedback forms, or communication channels such as email or online platforms. Identify recurring areas of concern related to communication effectiveness. Develop strategies to address communication gaps or improve existing communication channels based on stakeholder feedback.

Sub Domain: 5.4 Resource Management

Standard: 5.4.1 The School Resource Management System facilitates the optimal use of resources and creates a positive and supportive environment for the growth of the school.

Focus Area 3: Financial and Resource Management

August 2024: Organising capacity-building programs on effective resource management

Who: Data Management Officer, Finance Controller, Logistics Officer and Facility Manager

What: Plan and conduct capacity-building programs focusing on effective resource management.

How: Identify key areas of resource management that require improvement, such as budgeting, procurement, and asset management. Develop training modules covering best practices in resource allocation, utilisation, and tracking. Provide hands-on workshops and seminars for staff members involved in financial and resource management.

September 2024: Implementing SOPs for financial and fee administration system

Who: Finance Controller, Administration Team, HR Officer

What: Establish and implement Standard Operating Procedures (SOPs) for financial and fee administration.

How: Develop comprehensive SOPs outlining protocols and guidelines for financial transactions, fee collection, and budget allocation. Ensure SOPs are communicated effectively to relevant staff members and stakeholders. Implement necessary systems or software to streamline financial and fee administration processes in alignment with SOPs.

October 2024: Reviewing financial procedures and making necessary adjustments

Who: Finance Controller, Data Management Officer, Core Team

What: Conduct a thorough review of financial procedures and practices.

How: Evaluate the effectiveness and efficiency of current financial procedures, including budget allocation, expenditure tracking, and auditing processes. Gather feedback from staff members involved in financial management. Identify areas for improvement or inefficiencies and make necessary adjustments to financial procedures and systems. Ensure compliance with regulatory requirements and standards.

Sub Domain: 5.6 Activity Management

Standard: 5.6.1 The School Activity Management System accelerates and manages the workflow of all the activities of the school.

Focus Area 4: Technology Integration

September 2024: Implementing school activity management system

Who: Data Management Officer, ICT Department, School Heads

What: Deploy and implement a school activity management system.

How: Select and customise an appropriate software solution for activity management based on the school's requirements and objectives. Collaborate with IT professionals to install and configure the system to meet the needs of various stakeholders. Ensure seamless integration with existing school systems and platforms.

October 2024: Training staff on utilising technology for workflow management

Who: IT Department, Activity Management Team

What: Provide training sessions for staff on utilising the school activity management system.

How: Develop training materials and resources to educate staff members on the features and functionalities of the activity management system. Conduct hands-on workshops and tutorials to demonstrate how to use the system for planning, scheduling, and tracking school activities. Offer ongoing support and assistance to address any questions or challenges encountered during the training.

November 2024: Assessing impact of technology integration on school activities

Who: Data Management Officer, School Heads

What: Evaluate the effectiveness of technology integration in managing school activities.

How: Collect data and feedback from staff members and stakeholders on their experience with the activity management system. Analyse key performance indicators related to workflow efficiency, resource allocation, and activity coordination. Identify strengths and areas for improvement in the system's functionality and usability. Use assessment findings to make adjustments and enhancements to the technology integration process as needed.

Review:

Quarterly reviews will be conducted to assess progress, identify challenges, and make necessary adjustments. Adjustments will be made based on outcomes of reviews to ensure continuous improvement and alignment with school goals.

Feedback mechanisms will be utilised to gather inputs from stakeholders for further improvements.

DOMAIN 6: LEADERSHIP

Sub Domain: 6.1 Pedagogical Leadership

Standard: 6.1.1 The school leader builds an intellectual and professional capital for teachers to set the direction for school improvement and student learning.

Focus Area 1: Building Intellectual and Professional Capital for Teachers

April 2024: Establishing a mentorship program

Who: Principal, Vice-Principal, Director, School Mentor, BDORM

What: Establish a mentorship program pairing experienced teachers with newer faculty members.

How: Identify experienced teachers willing to serve as mentors and newer faculty members seeking guidance. Pair mentors and mentees based on subject expertise, teaching style, and personal compatibility. Provide training for mentors on effective coaching and support strategies. Facilitate regular meetings between mentors and mentees to discuss goals, share experiences, and offer feedback.

May 2024: Conducting monthly workshops

Who: Principal, Vice-Principal, Professional Development Committee, Teachers

What: Conduct monthly workshops focusing on innovative teaching methodologies, technology integration, and student-centred learning approaches.

How: Design workshop topics based on emerging educational trends, teacher needs, and school priorities. Invite guest speakers and experts in education to share insights, best practices, and new research findings. Incorporate hands-on activities, group discussions, and collaborative projects to engage participants and promote active learning. Provide follow-up resources and support to help teachers implement new strategies in their classrooms.

October 2024: Encouraging action research projects

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Teachers

What: Encourage teachers to engage in action research projects related to classroom practices and student learning outcomes.

How: Offer training and support to help teachers design and implement action research projects. Provide guidance on formulating research questions, collecting and analysing data, and interpreting findings. Create opportunities for teachers to share their research findings with colleagues through presentations, workshops, or publications. Recognise and celebrate successful research projects to inspire further inquiry and innovation.

January 2025: Evaluating the impact of professional development initiatives

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Data Management Officer, Teachers, Students

What: Evaluate the impact of professional development initiatives on teacher effectiveness, student engagement, and academic achievements.

How: Administer surveys to gather feedback from teachers and students on the perceived effectiveness of professional development activities. Collect and analyse quantitative data on student performance and outcomes before and after the implementation of professional development initiatives. Conduct focus groups or interviews to explore the qualitative impact of professional development on teaching practices and student learning experiences. Use evaluation findings to identify strengths, areas for improvement, and future professional development needs.

February 2025: Providing recognition and incentives

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Teachers

What: Provide recognition and incentives for outstanding teaching practices through awards and certificates.

How: Establish criteria for recognising outstanding teaching practices, such as innovation, student engagement, and academic achievement. Solicit nominations from teachers, administrators, and students. Review nominations and select recipients based on merit. Present awards and certificates publicly to acknowledge and celebrate the accomplishments of exemplary teachers. Share success stories and best practices to inspire and motivate continued excellence in teaching.

Year-long: Monitoring the implementation

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Professional Development Committee, Teachers, Stakeholders

What: Monitor the implementation of the professional development plan through regular progress reviews and feedback mechanisms.

How: Schedule regular check-ins, reflections, and evaluations to assess the effectiveness of professional development activities. Gather feedback from teachers, administrators, and other stakeholders through surveys, focus groups, or interviews. Use feedback to make necessary adjustments, refine strategies, and ensure alignment with school goals and objectives.

Sub Domain: 6.2 Collaborative Leadership

Standard: 6.2.1 Collaborative Leadership engages shared intelligence to co-create learning institutions.

Focus Area 2: The school leadership collaborates with neighbourhood school(s) to share and exchange best practices.

April 2024: Developing a training program

Who: Principal, Vice-Principal, Director, School Mentor, BDORM

What: Develop a training program on collaborative leadership principles, communication strategies, and team-building skills.

How: Identify key principles of collaborative leadership and effective communication. Design interactive workshops or seminars to provide training on conflict resolution, consensus-building, and fostering a culture

of collaboration. Incorporate case studies, role-playing exercises, and real-life examples to illustrate concepts and promote active learning.

May 2024 onwards: Providing mentorship

Who: Principal, Vice-Principal, School Mentor, BDORM, First-line Leaders

What: Provide mentorship to first-line leaders to support their development and growth.

How: Pair first-line leaders with experienced mentors who can provide guidance, advice, and support.

Establish regular meetings or check-ins to discuss challenges, share best practices, and set goals for professional development. Encourage ongoing reflection and feedback to foster continuous improvement and leadership effectiveness.

December: Launching exchange programs

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Teachers, Students

What: Launch student and teacher exchange programs to share best practices and foster collaboration with neighbourhood schools.

How: Identify potential partner schools and establish collaborative agreements or partnerships. Develop exchange programs that allow students and teachers to visit other schools, participate in joint projects, and share knowledge and resources. Facilitate debrief sessions and reflections to capture learnings and insights from the exchange experiences.

Sub Domain: 6.3 Systems for Ongoing Quality and Change Management

Standard: 6.3.2 The School Leader demonstrates responsibility and accountability in building a culture of equitability, inclusivity and systems thinking in school.

Focus Area 3: Equity and Inclusion

April 2024: Creating a comprehensive school culture

Who: Principal, Vice-Principal, Director, School Mentor

What: Develop a comprehensive school culture, policies, and practices related to equitability and inclusivity.

How: Conduct a review of existing policies and practices to identify areas for improvement. Collaborate with stakeholders to develop and implement new policies and initiatives that promote equity, diversity, and inclusion. Provide training and resources to staff on cultural competence, bias awareness, and inclusive practices.

May 2024: Implementing initiatives

Who: Principal, Vice-Principal, Teachers, Support Staff

What: Begin implementing initiatives and interventions to promote equitability and inclusivity.

How: Roll out targeted programs and activities to address specific equity and inclusion goals, such as cultural competency training, inclusive curriculum design, and support services for marginalised students. Monitor progress and collect feedback from stakeholders to gauge effectiveness and identify areas for refinement.

September 2024: Engaging evaluation metrics

Who: Principal, Vice-Principal, Data Management Officer, Stakeholders

What: Engage evaluation metrics aligned with the goals of the strategic plan to assess the effectiveness of equity and inclusion initiatives.

How: Develop quantitative and qualitative metrics to measure progress towards equity and inclusion objectives. Collect and analyse data on student outcomes, staff demographics, and school climate indicators. Solicit feedback from students, parents, and staff through surveys, focus groups, or interviews. Use findings to inform decision-making, allocate resources, and adjust strategies as needed to advance equity and inclusion goals.

Standard: 6.3.3 The School Leader provides opportunities to teachers and students to be creative, divergent thinkers, enhance entrepreneurial attitude and thus become future-ready.

Focus Area 4: Provides opportunities to become future ready.

June 2024: Conducting a needs assessment

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Teachers, Students

What: Conduct a needs assessment survey among teachers and students to understand current levels of creativity, divergent thinking, and entrepreneurial attitude.

How: Design and administer surveys or questionnaires to gather data on attitudes, skills, and aspirations related to creativity and entrepreneurship. Analyse survey results to identify strengths, weaknesses, and areas for growth. Use findings to inform the development of targeted interventions and programs aimed at fostering creativity and entrepreneurial mindset.

July: Training teachers on skill-based assessments

Who: Principal, Vice-Principal, Professional Development Committee, Teachers

What: Train teachers on incorporating skill-based assessments and providing constructive feedback to students.

How: Develop training modules or workshops focusing on skill-based assessment methods, rubric development, and feedback strategies. Provide opportunities for teachers to practice assessing student work and providing targeted feedback aligned with future-ready skills such as critical thinking, problem-solving, and communication. Offer ongoing support and resources to help teachers integrate skill-based assessments into their teaching practice.

Year-long: Creating platforms for student showcase

Who: Principal, Vice-Principal, Director, School Mentor, BDORM, Teachers, Students

What: Create platforms for students to showcase their creativity, innovative ideas, and entrepreneurial ventures.

How: Organise exhibitions, competitions, or events where students can present projects, prototypes, or business plans to a wider audience. Provide opportunities for peer collaboration, feedback, and mentorship to support students in developing and refining their ideas. Recognise and celebrate student achievements through awards, scholarships, or other forms of recognition to motivate continued exploration and innovation.

Review:

Quarterly reviews will be conducted to assess progress, identify challenges, and make necessary adjustments. Adjustments will be made based on outcomes of reviews to ensure continuous improvement and alignment with school goals.

Feedback mechanisms will be utilised to gather inputs from stakeholders for further improvements.

DOMAIN 7 : BENEFICIARY SATISFACTION

Sub Domain: 7.1 Satisfaction of Students

Standard: 7.1.1 The school tracks and assesses student satisfaction on the learning experiences provided to them at all stages of engagement, inside and outside the classroom.

Focus Area 1: Career Counselling services to the students

June onwards: Increase students' awareness of various career options by providing information on different career paths.

Who: School Counsellor, Career Guidance Counsellor

What: Initiate activities to enhance students' awareness of career options.

How: Organise career awareness sessions, workshops, and seminars led by professionals from various fields. Utilise classroom sessions, newsletters, and online platforms to disseminate information about different career paths, educational requirements, and future prospects. Collaborate with alumni and external professionals to share their career experiences and insights with students.

January 2025: Organise career guidance sessions for students and parents through professionals.

Who: School Counsellor, Career Guidance Counsellor, Parent representatives

What: Conduct specialised career guidance sessions for students and parents.

How: Invite career experts, industry professionals, and alumni to conduct interactive sessions on career exploration, goal setting, and decision making. Customise sessions to address the needs and aspirations of different student groups. Ensure parental involvement by organising separate sessions or workshops specifically tailored to parents' concerns and questions regarding their child's future.

March 2025: Establish a career resource centre on the school campus.

Who: School Management, Facility Manager, Career Guidance Counsellor

What: Set up a dedicated career resource centre to provide comprehensive support to students.

How: Designate a space within the school premises for the career resource centre, equipped with relevant books, brochures, computers with internet access, and other educational materials. Ensure the centre is accessible and welcoming to students of all ages. Employ qualified staff or volunteers to manage the centre and provide personalised guidance and assistance to students seeking career-related information and advice.

Year-long: Forge partnerships with local businesses, industries, educational institutes to provide students with internship opportunities and job shadowing experiences.

Who: Head of Operations, Career Guidance Counsellor, BDORM

What: Collaborate with external stakeholders to create internship and job shadowing opportunities for students.

How: Identify potential partners such as local businesses, industries, universities, and vocational training institutes interested in providing hands-on learning experiences to students. Establish formal partnerships through agreements or MOUs outlining the terms and conditions of the internship or job shadowing programs. Coordinate with relevant stakeholders to match students with suitable opportunities based on their interests, skills, and career goals. Provide ongoing support and supervision to students throughout their internship or job shadowing experience to ensure a positive learning outcome.

Sub Domain: 7.2 Satisfaction of Staff (Teaching and Non-Teaching)

Standard: 7.2.1 The school tracks and assesses staff (teaching and non-teaching) satisfaction on the working conditions, safety, recognition, opportunities for creativity, growth and sense of belongingness at all stages of engagement.

Focus Area 2: Professional satisfaction of all staff members

May 2024: Prepare a comprehensive electronic survey form for teaching and admin staff and printed forms for non-teaching staff.

Who: HR Officer, Administration Team

What: Develop survey forms to assess staff satisfaction across various areas.

How: Collaborate with relevant stakeholders to design survey questions that cover aspects such as working conditions, safety, recognition, opportunities for creativity, growth, and sense of belonging. Ensure the survey forms are user-friendly and accessible to all staff members.

September 2024: Conduct the survey and analyse the results aiming for 100% participation.

Who: HR Officer, Administration Team, Focus Group Leaders

What: Administer the survey to all staff members and analyse the responses.

How: Distribute survey forms electronically and in print, ensuring all staff members have access. Encourage full participation through communication campaigns and incentives. Collect and collate survey responses for analysis.

October 2024: Gather responses and set goals on the areas of improvement with the focus group.

Implement strategies aimed at enhancing professional satisfaction.

Who: HR Officer, Focus Group Leaders, School Heads

What: Review survey results and identify areas for improvement in staff satisfaction.

How: Organise focus group sessions to discuss survey findings and gather insights from staff members. Based on feedback, set specific goals for enhancing professional satisfaction. Develop action plans and strategies to address identified areas of improvement, involving relevant stakeholders in the process.

November 2024: Collect feedback on the strategies implemented and organise staff meetings and feedback sessions to assess the effectiveness of interventions. Maintain the cycle of continuous improvement.

Who: HR Officer, Administration Team, School Heads

What: Evaluate the effectiveness of implemented strategies and interventions.

How: Gather feedback from staff members through meetings, surveys, and feedback sessions. Assess the impact of implemented initiatives on staff satisfaction levels. Identify further areas for improvement and adjustments to existing strategies. Establish a process for ongoing feedback and continuous improvement to maintain staff satisfaction over time.

Sub Domain: 7.4 Satisfaction of Parents and Alumni

Standard: 7.4.1 The school maintains a healthy relationship with parents and alumni and assesses their satisfaction through connection, engagement and interaction.

Focus Area 3: Parent and Alumni Engagement

January 2024: Collaborate with parents in developing and implementing school policies.

Who: Principal, Vice-Principal, Head of Operations, Parent Representatives, School Counsellor

What: Foster collaboration between parents and school administration in policy development.

How: Organise meetings, workshops, or focus groups inviting parent representatives to provide input on school policies, initiatives, and decision-making processes. Encourage open communication channels such as suggestion boxes, online forums, or regular feedback sessions to gather parental perspectives. Establish committees or working groups comprising parents, teachers, and administrators to address specific policies.

April 2024: Involve alumni in improvement of school infrastructure and teaching-learning processes.

Who: Principal, Vice-Principal, Head of Operations, Alumni Association Coordinator, Facility Manager

What: Engage alumni in contributing to school development projects.

How: Reach out to alumni through newsletters, social media, or alumni association events to solicit their involvement in infrastructure upgrades, classroom enhancements, or curriculum development initiatives. Invite alumni with relevant expertise or resources to participate in planning committees or advisory boards focused on specific improvement areas. Recognise and celebrate alumni contributions through public acknowledgments, alumni newsletters, or dedicatory plaques to foster a sense of pride and ownership among former students.

May 2024: Utilise alumni association to facilitate connections with higher educational institutions.

Who: Alumni Association Coordinator, Guidance Counsellor, BDORM

What: Leverage alumni networks to support student transitions to higher education.

How: Collaborate with the alumni association to organise college fairs, university visits, or alumni panels where former students share insights and advice on the college application process, scholarships, and career pathways. Establish mentoring programs pairing current students with alumni mentors to provide guidance and support in navigating the college admissions process. Utilise alumni connections to facilitate internships, job shadowing opportunities, or guest lectures from professionals in various fields to expose students to diverse career options and higher education pathways.

June 2024: Orient parents on Parent Involvement Hours.

Who: Parent Representatives, Administration, PTC

What: Inform parents about opportunities for involvement in school activities and initiatives.

How: Host orientation sessions, workshops, or informational meetings for parents to explain the concept of Parent Involvement Hours (PIH) and how they can contribute to school life. Provide detailed guidelines, schedules, and options for fulfilling PIH requirements, including volunteering in classrooms, assisting with extracurricular activities, participating in school events, or serving on committees. Encourage active

participation by recognising and rewarding parents who exceed PIH expectations through certificates, appreciation events, or volunteer appreciation programs.

Sub Domain: 7.5 Satisfaction of Community

Standard: 7.5.1 The school ensures the satisfaction of the community by establishing a culture of meaningful and sustainable community engagement in school programmes.

Focus Area 4: Community Engagement

May 2024: Gather information on local industries, businesses, professionals to identify resources that can partner for internships, be available as guest speakers and mentors.

Who: Head of Operations, Co-Scholastic Head, BDORM, Career Counsellor

What: Identify potential community partners to support student development.

How: Conduct surveys, interviews, or focus groups with local businesses, industries, and professionals to assess their interest in collaborating with the school. Research community organisations, chambers of commerce, or industry associations to identify potential partners willing to provide internships, apprenticeships, or mentorship opportunities for students. Establish partnerships with relevant stakeholders, outlining mutual benefits and expectations for collaboration.

June 2024: Reach out to community members, inviting their participation and facilitating their engagement in at least school events.

Who: Co-Scholastic Head, BDORM, School Events Committee, Parent Representatives

What: Promote community involvement in school activities and events.

How: Develop communication strategies, including social media, newsletters, and community bulletin boards, to inform community members about upcoming school events and opportunities for involvement. Extend personal invitations to local businesses, community leaders, and organisations to attend school functions such as open houses, cultural celebrations, or academic competitions. Create volunteer opportunities for community members to contribute their time, expertise, or resources to enhance the success of school events and initiatives, fostering a sense of ownership and pride in the community's involvement.

Year-long: Conduct two sustainable community outreach projects by partnering with NGOs or Social Welfare Organisations.

Who: Co-Scholastic Head, BDORM, SEWA Coordinator

What: Collaborate with external organisations to address community needs and promote social responsibility.

How: Identify pressing social or environmental issues within the community through needs assessments, surveys, or consultations with local stakeholders. Research and establish partnerships with reputable NGOs, charities, or social welfare organisations working in relevant areas of community development, education, health, or environmental conservation. Plan and implement sustainable outreach projects aligned with school values and objectives, involving students, staff, parents, and community volunteers in project planning, fundraising, and implementation. Evaluate the impact of community outreach projects through feedback mechanisms, impact assessments, or follow-up surveys, and celebrate achievements through public recognition and community engagement events.

Sub Domain: 7.6 Satisfaction of Management

Standard: 7.6.1 The Management Satisfaction is assessed through stakeholders' attitude and behaviour towards the institution.

Focus Area 5: Increased School Registration

April 2024: Develop a marketing calendar.

Who: Marketing Team, Admissions Officer, Director

What: Strategise marketing efforts to increase school registration.

How: Collaborate with the marketing team, admissions office, and school leadership to develop a comprehensive marketing calendar outlining key promotional activities, enrolment deadlines, and outreach

campaigns throughout the year. Identify target demographics, market segments, and geographic areas for focused marketing efforts based on market research, competitor analysis, and enrolment goals. Allocate resources, budget, and responsibilities for implementing marketing strategies across various channels, including digital advertising, print media, social media, community events, and school outreach programs.

Year-long: Showcase success stories, testimonials, and positive experiences of current students, alumni, and parents to build trust and credibility.

Who: Head of Operations, Alumni Coordinator, Parent Representatives

What: Highlight the school's strengths and achievements to attract prospective families.

How: Collect and curate success stories, testimonials, and positive feedback from students, alumni, parents, and staff members highlighting their experiences, accomplishments, and satisfaction with the school. Create compelling content such as testimonials, case studies, videos, or blog posts featuring personal anecdotes, academic achievements, extracurricular accomplishments, and community contributions of students, alumni, and parents. Share success stories through school website, social media channels, newsletters, press releases, and marketing materials to showcase the school's values, culture, and impact on student development.

Engage current students, alumni, and parents as brand ambassadors to share their stories and experiences with prospective families during recruitment events, open houses, and campus tours.

Year-long: Organise open houses, campus tours, and orientation programs to provide prospective families with firsthand experiences of the school environment and facilities.

Who: Admissions Officer, Head of Operations, Co-scholastic Head, BDORM, Parent Volunteers

What: Offer personalised tours and orientation sessions to prospective families.

How: Plan and schedule regular open houses, information sessions, or orientation programs throughout the year to provide prospective families with opportunities to visit the school, meet faculty and staff, and explore campus facilities. Coordinate guided tours led by student ambassadors, parent volunteers, or admissions staff to showcase classrooms, labs, libraries, sports facilities, and other amenities. Customise orientation sessions to address the needs and interests of prospective students and parents, including academic programs, extracurricular activities, admissions procedures, financial aid options, and support services. Provide interactive experiences, hands-on demonstrations, and Q&A sessions to engage visitors and address their inquiries, concerns, and expectations about the school.

Year-long: Continuously gather feedback from students, parents, and staff through surveys, focus groups, suggestion boxes, and other feedback mechanisms to assess satisfaction levels, identify areas for improvement, and make data-driven decisions to enhance the overall school experience.

Who: School Administration, Parent-Teacher Council

What: Solicit feedback from stakeholders to inform decision-making and improvement efforts.

How: Implement a variety of feedback mechanisms, including online surveys, paper surveys, focus groups, suggestion boxes, suggestion portals, and feedback forms, to collect input from students, parents, and staff on various aspects of the school experience. Design survey instruments with clear, relevant questions, and response options to gather actionable insights into satisfaction levels, concerns, suggestions, and priorities for improvement. Analyse feedback data regularly, identifying trends, patterns, and recurring themes to pinpoint areas of strength and areas needing attention. Share feedback findings transparently with stakeholders through reports, presentations, demonstrating responsiveness to concerns and commitment to continuous improvement. Collaborate with stakeholders to develop action plans, initiatives, and interventions aimed at addressing identified areas for improvement and enhancing overall satisfaction with the school experience.

Review:

Quarterly reviews will continue to assess progress and make necessary adjustments.

Feedback mechanisms will be utilised to gather inputs from stakeholders for further improvements.

Continuous monitoring of implementation and impact will ensure alignment with school objectives and priorities.