



Silver Oaks School

Dabwali Road, Bathinda

ANNUAL PEDAGOGICAL PLAN
SESSION 2023-24

1. SCHOOL INFORMATION

1.1 School Name and Complete Address with Phone number(s), Fax No., Email ID, Website etc.

NAME OF THE SCHOOL: Silver Oaks School
COMPLETE ADDRESS: Dabwali Road, Bathinda.
PHONE NO : 8556011880
EMAIL ID : info@silveroaksschool.in
WEBSITE : https://silveroaksschool.in/

1.2 Name of the Principal/ HOS: Ms. Ravinder Sra

1.3 Contact No.: 9814757202

Email ID: principal@silveroaksschool.in

1.4 School Details:

Year of Affiliation: 2023 Affiliation No.: 1631471 School Code:23684

Type of School (Please tick the correct option):

- Middle/Secondary/Senior Secondary - **Secondary**
- Boys/Girls/Co-Education - **Co-Education**
- Day School/Day Boarding/ Residential - **Day School**
- (May tick more than one option)
- No. of Students: 1158 (Total) 688 (Boys) 470 (Girls)
- No. of Divyang (with Special Needs) Students: 00 Facilities Available: As per CBSE Guidelines
- No. of Students in: Day School 1158 Day Boarding NA Boarding NA
- Location Type: Urban/ Rural/ Hilly Area: URBAN
- Is the School a Minority School? NO
- School Quality Accreditation Details (if any):
NA

1.5 Number of Students on Roll (Class-wise):

Class	I	II	III	IV	V	VI	VII	VIII
Number of Sections	5	5	5	4	4	4	2	2
Students on Roll	185	183	179	142	128	143	72	74

Class	IX	X
Number of Sections	2	0
Students on Roll	53	00

1.6 Key Strengths of the School

- Trained and Experienced Teachers
- Well planned annual academic, Sports and activity calendar.
- Learner centered approach
- Spacious playground for sports and games
- Regular parent Teacher Communication
- Providing platforms and opportunities for developing individual talents and skills.
- Scouts, Guides and NCC program
- Remedial and enrichment classes for students.

2. ANNUAL PEDAGOGICAL PLAN 2023-24

2.1 PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
RAVINDER SRA	PRINCIPAL	Monitoring of annual pedagogical Plan
MANMEHAK SIDHU	Coordinator	Preparation of annual pedagogical plan & pedagogic strategies
	Coordinator	Curriculum development and advisory
	Coordinator	Curriculum development and advisory
	Coordinator	Curriculum development and advisory
	Coordinator	Curriculum development and advisory

PPC Meetings to develop APP		
Date	Stakeholders Consulted	Discussions Held
02-03-2023	<ul style="list-style-type: none">• Principal• All Class Coordinators• Teachers	<ul style="list-style-type: none">• Planning of the yearlong activities under the Principal's instructions• Framing the annual examination schedule• Planning School functions, Sports activities• Time Table preparation.
11-03-2023	<ul style="list-style-type: none">• Principal• All Class Coordinators• Teachers	<ul style="list-style-type: none">• Planning the constitution of different Committees• Framing the annual staff duty list in consultation with the Principal• Developing Pedagogical Plans department wise (Ex. Art Education, Theatre, MASP, usages of tabs, developing integrated approach in teaching).

18-03-2023	<ul style="list-style-type: none"> • Principal • All Class Coordinators • Teachers 	<ul style="list-style-type: none"> • Discussion of the class wise annual result • Planning the departmental Result Declaration Ceremonies • Monitoring of criteria for evaluation of teaching methodology.
22-03-2023	<ul style="list-style-type: none"> • Principal • All Class Coordinators • Class-Teachers 	<ul style="list-style-type: none"> • Curriculum development and academic resources for next academic session

VISION, MISSION, VALUES, FOCUS & APPROACH

Vision Statement

We envision taking the students on an insightful journey exploring the world of intellectual, emotional and social learning. Our purpose is to devise a model of academic excellence where uniqueness of each child is preserved. Value oriented teaching and community building are the core values of the institution.

Mission Statement

The Mission of Silver Oaks School contributes to our vision that empowers the students to lead fulfilling lives by preparing lifelong learners and global citizens. The young minds are bestowed with individual academic, creative and sporting talents. The scholastic ethos encourages a questioning mind and help building life skills of students. Honouring the diversity of communities, we imbibe Indian values in every child yet preparing them for international horizons. The school's commitment to have a warm student-teacher-parent connect is part of its founder's mission.

Our Values

Commitment, Acceptance, Respect, Excellence, Strength - CARES

Our Focus

To create a joyful learning atmosphere so that students can express themselves freely and explore their creative side to develop their personality.

OUR PEDAGOGICAL VISION

We personalize our students' learning to ensure that each student is met at their point of need and actively engaged in co-constructing their individual learning pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaning learning engagements.

Our students receive ongoing, specific and meaningful feedback about their progress. They are self-reflective and participate in regular one-on-one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitating students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards in language that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need.

Teachers share and refine their practice by learning and working in teams. They conduct Action Research relating specifically to the needs of the students whom they teach and provide each other with professional feedback outlining the best practices.

Mutually respectful working relationships exist between staff, parents and the broader community, focusing on supporting and extending student learning through providing opportunities for them to applying their skills and knowledge to real life experiences

Our Teaching Learning Approach

To ensure students are engaged and involved in their learning, we personalize learning in the following ways:

- **Carefully planned curriculum based on each individual child's needs which includes:**
- **Emphasis on prior knowledge**
- **Stress on individual interests**
- **Focus on individual learning styles**
- **Identifying the abilities and skills of students helps them identify their future learning goals**
- **Students and teachers constructing learning pathways together based on two-way feedback conversations.**
- **Experiential learning as a way of life is not environment or curriculum specific**
- **Teachers and students hold feedback conversations to discuss data and developmental needs and together they set goals. They discuss ways to reach those goals and the types of evidence that the students will need to produce.**
- **Scope and sequence needs to be flexible**
- **Parents can track the progress of their wards via the Parents Portals.**
- **Student's need to be able to articulate their learning in conferences including video conferences.**
- **Teachers get to know students as "people" not just "students" and what their interests are.**
- **Children have choice in terms of regulating behavior, what/how to learn and how to present their learning.**

2.2 ACADEMIC RESOURCES

Name of the Academic Resources Segment -wise

Name of Resource/s	Segment / Primary/ Sec	Usefulness
OUTDOOR PLAY AREA	Primary	Students gain strength, coordination and dexterity through various outdoor play activities. Values like game spirit, waiting for one's turn, self-discipline are also instilled through play.
MONTESSORI APPARATUS	Primary	Students develop their confidence, independence and competence, as they learn by doing. The scientifically designed apparatus aids in learning the concepts using concrete aids.
ART CENTRE	Primary Middle, Secondary,	Students develop fine motor skills, creativity, imagination and expression and develop aesthetic sense through drawing & coloring and craft Activities.
MUSIC CENTRE	Primary Middle, Secondary,	Students enhance their vocal skills, learn about sequencing and ordering.
SCIENCE AND NATURE CENTRE	Primary	Students learn to investing at the world around the through simple hands on activities and develop curiosity, reasoning, problem Solving and thinking skills.
ACTIVITY ROOM	Primary	Various activities undertaken in the activity room, where kids are exposed to do pretend play-portrayal of a doctor, carpenter, mechanic, chef, etc.- teach them life-skills through related objects. It Also in stills social skills and respect for all helpers.
LIBRARY	Primary, Middle, Secondary,	Provides access to more books to support reading and learning. Provides access to more sources of print and digital materials to support reading and learning.
MATHS LAB	Primary, middle Secondary	Helps the students to build interest in the subject and greater scope for Individual participation.
COMPUTER LAB	Primary, Middle, Secondary,	Online assessment of the students is done.
GENERAL SCIENCE LAB	Primary, Middle, Secondary,	Helps the students to build scientific aptitude and promotes learning by doing.
SMART CLASS	ALL Classrooms	Audio-Visual senses of students are targeted and it helps the students store the information fast and more effectively.

SMART CLASSES		Uses interactive modules like videos and presentations. These visually attractive methods of teaching help students learn a concept that is difficult to understand through traditional methods.
WEB RESOURCES		Excellent source for self- education for students, meets their interests and needs
EDUCATIONAL VISITS		Provides learning beyond the books.
ONLINE EDUCATIONAL PLATFORMS		Next education ERP, Diksha

2.3 PEDAGOGICAL STRATEGIES

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Stakeholders Class ↓	Subject 1 (English)	Subject 2 (PUNJABI)	Subject 3 (Hindi)	Subject 4 (EVS)	Subject 5 (Mathematics)
I	Collaborative learning	Grouping and pairing method	Storyboarding	Outdoor Learning	Visual and Images
II	Collaborative learning	Grouping and pairing method	Show and Tell new concepts	Outdoor learning and show and tell	Show and Tell New concepts

Stakeholders Class ↓	Subject 1 (English)	Subject 2 (Punjabi)	Subject 3 (Hindi)	Subject 4 (Mathematics)	Subject 5 (Science)	Subject 6 (Social Science)
III	Role Play	Role Play	Grouping and pairing method	Audio Visual	Audio Visual	Maps Audio Visual
IV	Role Play	Role Play	Storyboarding	Audiovisual and outdoor learning	Info graphics and audio visual	Maps Audio Visual
V	Role play and storyboarding	Dialogues and story boarding	Dialogues and story boarding	Students to explain ideas and audio visual	Audio visual	Maps Audio Visual
VI	Role Play Story boarding	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual	Maps Audio Visual

VII	Role Play Story boarding	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual	Maps Audio Visual
VIII	Role Play Story boarding	Newspaper reading Story writing	Newspaper reading Story writing	Audio visual Math Lab	Science Lab Audio Visual Brainstorming	Maps Audio Visual Brainstorming

Stakeholders Class ↓	Subject 1 (English)	Subject 2 (Punjabi)	Subject 3 (Hindi)	Subject 4 (Mathematics)	Subject 5 (Science)	Subject 6 (Social Science)
IX	Collaborative Learning and outdoor learning	Grouping and pairing	Grouping and pairing	Math Lab and Audio visual	Students to explain ideas Audio visual Science lab	Info graphics maps Audio visual

Classroom Observation Schedule			
Classroom Observation Schedule	Frequency	Done By	Findings
Routine observations	Regular basis	Coordinator (weekly) Principal(monthly)	Teachers were seen completing planned syllabus during regular observations. Extracurricular activities were Done
Specific Observations	Yearly basis	Specialists appointed by Child Education Society as per the directives received from CBSE	All Teachers were found to be subject proficient. However, some insights were given into methods of delivering class room lessons effectively.

COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	School website , Emails, School Calendar, Broadcast groups, Phone calls personal letters and Parent- Teacher's Meeting	Parents are allowed to meet the school administration through a prior appointment. They are invited to attend the Annual Day and Parent teacher meetings. A parent teacher Association has been formed and two of its representatives are required to be present during the Managing committee meetings.	<ul style="list-style-type: none"> • Parent teacher Meeting • Managing Committee Meeting • Meeting of Parent Teacher association

Teaching Staff	General Body Meeting with Principal/Departmental meetings with coordinator, Whatsapp groups and effective communication with Reporting officers.	Teachers are involved in all functions and events by contributing their innovating ideas and creativity and to feel a part of the school.	<ul style="list-style-type: none"> • A yearly planner is drawn out at the beginning of the year defining the areas of responsibility for all the teachers. • Teachers Day lunch - to encourage informal communication. • Staff Picnic
Other Staff	SRGS with the Head of the institution, Emails and Whatsapp groups.	Other Staff members are involved in all the School functions by rendering full support and cooperation.	Workshops are organized for creating awareness on various social and health issues as well as English language speaking
School Managing Committee	MCM is organized every three months.	All reports are forwarded to the SMC for perusal.	
Board	CBSE website, email, telephonic conversations, letters.	All activities required by CBSE are organized and all circulars are implemented	All Activities which are required to be organized as per CBSE are incorporated in the School activity Calendar
Media	Three teachers are entrusted with the duty of writing the report of the events held in school and ensure coverage of the same in the Newspaper.	A brief report of all school events is sent to one leading English, Punjabi and Hindi newspaper. The same is published within a span of 3 days	

2.4 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Major Concern 1: Develop students into active learners

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Nurture students' effective learning skills to enhance motivation	<ul style="list-style-type: none"> • Enhance students' understanding • of their learning styles and equip students with learning skills • Workshops (S.1 - 3) • -Ethics lessons 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students is positive 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in the learning processes ▪ Students' reflection on their learning skills 	<ul style="list-style-type: none"> ▪ Whole School Year 	<ul style="list-style-type: none"> ▪ Academic Enhancement Team ▪ Moral & Civic Education Team
	<ul style="list-style-type: none"> ▪ Incorporate learning skills into individual subjects 	<ul style="list-style-type: none"> ▪ Teachers develop students' learning skills ▪ Students are able to apply different skills in their learning ▪ Students show improvement in learning 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	<ul style="list-style-type: none"> ▪ Whole School Year 	<ul style="list-style-type: none"> ▪ Class Reps and Subject teachers ▪ Subject coordinators
Strengthen teachers' professional development to engage students in active learning	<ul style="list-style-type: none"> ▪ Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum ▪ -External sharing 	<ul style="list-style-type: none"> ▪ At least one intra-class sharing is conducted per term 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Records of Staff Professional Development Team 	<ul style="list-style-type: none"> ▪ Whole School Year 	<ul style="list-style-type: none"> ▪ Staff Professional Development Team ▪ Class Reps and Subject teachers ▪ Subject coordinators
	<ul style="list-style-type: none"> ▪ Incorporate student-centered learning and teaching strategies at subject level ○ Adopting diversified teaching strategies ○ Making use of e-learning to ▪ Engage students in learning ▪ - Organizing learning experiences outside the school 	<ul style="list-style-type: none"> ▪ Student- centered teaching strategies are applied at subject level ▪ Students show improvement in learning ▪ At least one learning activity out side schools organized by individual subject teachers/Subject coordinator in a year 	<ul style="list-style-type: none"> ▪ Evaluation meetings 	<ul style="list-style-type: none"> ▪ Whole School Year 	<ul style="list-style-type: none"> ▪ Class Reps and Subject teachers ▪ Subject coordinators ▪ IT in Education Team
Motivate students of diverse abilities	<ul style="list-style-type: none"> ▪ Review and refine the curricula, quantity and quality of assignments and assessment ▪ - Fine-tune subject contents, teaching materials, homework and assessment (e.g. Class Assignment) 	<ul style="list-style-type: none"> ▪ Subject contents, teaching materials, home work policy and assessment policy are reviewed and refined 	<ul style="list-style-type: none"> ▪ Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> ▪ Class Reps and Subject teachers ▪ Subject coordinators ▪ Academic Enhancement Team

	<ul style="list-style-type: none"> ▪ Provide academic enhancement programmes to strengthen students' academic abilities - STEM courses - Remedial classes - Academic support - Enhancement program for gifted students 	<ul style="list-style-type: none"> ▪ Students show improvement in learning ▪ Students show improvement in tests and examinations 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations ▪ Record of homework non-submission ▪ Student participation and achievement records ▪ Records of Gifted Education Team 	Whole School Year	<ul style="list-style-type: none"> ▪ Academic Enhancement Team ▪ Class Reps and Subject teachers ▪ STEM Education Team ▪ Gifted Education Team
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Major Concern 2: Enhance students learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Provide English language support for MOI adaptation	<ul style="list-style-type: none"> ▪ Refine LAC programs for junior forms 	<ul style="list-style-type: none"> ▪ Measures are implemented scheduled ▪ Students show improvement in learning in those subjects Feedback from the related subject panels is positive ▪ Feedback from students is positive 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	Whole School Year	<ul style="list-style-type: none"> ▪ English Language Department ▪ Science Department
	<ul style="list-style-type: none"> ▪ Implement support measures for ▪ fine-tuned students switching to regular classes for subjects 	<ul style="list-style-type: none"> ▪ The academic performance of the students is satisfactory 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	Whole School Year	<ul style="list-style-type: none"> ▪ Subject teachers
	<ul style="list-style-type: none"> ▪ Organize bridging programs for MOI adaptation ▪ - Pre-S.1 Bridging Course ▪ - Mathematics ▪ - Technology & Living 	<ul style="list-style-type: none"> ▪ Feedback from teachers and students is positive Students show improvement in learning 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Students' performance in learning, tests and examinations 	Aug & Sep	<ul style="list-style-type: none"> ▪ English Language Department & EMI content subject Department ▪ Mathematics Department ▪ Technology & Living Department
	<ul style="list-style-type: none"> ▪ Encourage teachers to participate ▪ in Language-related sharing activities 	<ul style="list-style-type: none"> ▪ At least one internal/external sharing activity is conducted per term ▪ Feedback from teachers is positive 	<ul style="list-style-type: none"> ▪ Evaluation meetings ▪ Feedback of teachers on the activities 	Whole School Year	<ul style="list-style-type: none"> ▪ Subject teachers

Major Concern 2 : Enhance students learning effectiveness through raising their language proficiency

Targets	Strategies	Success Criteria	Methods of evaluation	Time Scale	People-in-charge
Enhance students' English proficiency	<ul style="list-style-type: none"> Strengthen the reading and writing skills of junior forms 	<ul style="list-style-type: none"> Feedback from English Language Panel is positive Students show improvement in their reading and writing skills 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in coursework and examinations 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department
	<ul style="list-style-type: none"> Implement cross-curricular reading activities to widen students' exposure to English 	<ul style="list-style-type: none"> Feedback from teachers and students is positive Students' performance in the reading programmes and activities is satisfactory 	<ul style="list-style-type: none"> Evaluation meetings Students' performance in reading programmes and activities 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department EMI content subject panels School Library
	<ul style="list-style-type: none"> Create an English text-rich environment - In t us 	<ul style="list-style-type: none"> An English Corner is set up in all classrooms and the covered playground for displaying learning materials and students' work in English Regular displays of subject-related English materials are organized Majority of the ECA boards and display boards around the campus are in English All signs and notices posted on school premises are in English 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department EMI content subject Department Extra-curricular Activities and Services Groups Coordinating Team School Library
	<ul style="list-style-type: none"> Use English as the main language for school events 	<ul style="list-style-type: none"> School events are conducted in English 	<ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Related functional units English Language Department
	<ul style="list-style-type: none"> Encourage students to participate in English activities and competitions 	<ul style="list-style-type: none"> 90% of students are awarded points for the English Award Scheme for joining English activities and competitions 	<ul style="list-style-type: none"> Evaluation meetings Records of students' participation in English activities and competitions 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> English Language Department

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Cultivate Positive Learning Attitudes through character building (self-confidence and sense of responsibility)	<ul style="list-style-type: none"> Further enhance the self-confidence and sense of responsibility among students Organizing experiential activities and workshops during Ethics lessons and activity days Providing opportunities for students to organize and participate in activities or competitions Organizing class-based programmes 	<ul style="list-style-type: none"> Activities are held as scheduled Students demonstrate their self-confidence and sense of responsibility in activities or competitions Class-based programmes are organized Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance in the activities Class teacher report Teachers' and students' feedback Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Moral and Civic Education Team Extra-curricular Activities and Services Groups Coordinating Team Counseling Team Discipline Team Class Teachers Coordination Team Academic Enhancement Team
	<ul style="list-style-type: none"> Provide parent education programmes to support student development 	<ul style="list-style-type: none"> Programmes are held as scheduled 80% of parents are satisfied with the programmes Information is delivered in a timely way 	<ul style="list-style-type: none"> Questionnaire Evaluation meetings 	<ul style="list-style-type: none"> Whole School Year 	<ul style="list-style-type: none"> Counseling Team PTA

Major Concern 3: Cultivate positive values through life education via School Cinema

Target s	Strategie s	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
Foster students' respect for life through self improvement and care for others and the community	<ul style="list-style-type: none"> Enrich the life education elements In learning activities and the curricula of RS and Ethics lessons to guide students to think about the meaning of life and construct a positive attitude towards life 	<ul style="list-style-type: none"> Activities are held as scheduled Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Students' performance in the learning activities and during the lessons Teachers' and students' feedback Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Counseling Team Moral and Civic Education Team
	<ul style="list-style-type: none"> Invite guests/ teachers to share life stories with students 	<ul style="list-style-type: none"> At least one guest / teacher is invited per term Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Teachers' and students' feedback Evaluation meetings 	Whole School Year	<ul style="list-style-type: none"> Moral and Civic Education Team
	<ul style="list-style-type: none"> Strengthen the role of student leaders and enhance their leadership skills <ul style="list-style-type: none"> Organizing a leadership training day camp for students Organizing leadership training programmes for the chairpersons of some service teams Providing opportunities for class committee to organize class activities Providing more posts for junior for students to take up in ECA clubs and service teams Enhancing the effective running of ECA clubs and service teams by providing detailed guidelines for committee members 	<ul style="list-style-type: none"> 80% of students are satisfied with the leadership training day camp 80% of chairpersons are satisfied with the leadership training programmes Students' leadership skills are enhanced At least 15% of committee members come from junior form Feedback from teachers and students is positive 	<ul style="list-style-type: none"> Questionnaire Class teacher report Teachers' and students' feedback Evaluation meetings Records of Extra-curricular Activities and Services Groups Coordinating Team 	Whole School Year	<ul style="list-style-type: none"> Extra-curricular Activities and Services Groups Coordinating Team Class teachers

Major Concern 3: Cultivate positive values through life education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge
	Provide system at career and life planning programmes across all levels to help students explore	Programmes are held as scheduled			Career and Life

<p>and discover their purpose in life</p> <ul style="list-style-type: none"> - Enhancing students' self-understanding and raising students' awareness of career and life planning - Equipping students with career and life planning skills and career-related experiences for 	<p>Feedback from students and teachers is positive</p> <p>The information on the webpage and facebook of Career and Life Planning Team is updated timely</p> <p>The Careers Room is open more frequently</p>	<ul style="list-style-type: none"> • Teachers' and students' feedback • Evaluation meetings 	<p>Whole School Year</p>	<p>Planning Team</p> <p>Extra-curricular Activities and Services Groups</p> <p>Coordinating Team</p> <p>Counseling Team</p>
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	<p>enhancing students' career decision-making</p> <ul style="list-style-type: none"> - Enriching students' knowledge of multiple pathways 				
	<p>Enhance students' caring spirit towards others and the community</p> <ul style="list-style-type: none"> - Organizing and coordinating Activities that promote the caring spirit - Providing service learning Opportunities to help students develop a heart to serve others 	<p>Caring spirit is incorporated into subject curricula</p> <p>Activities are held as scheduled</p> <p>Feedback from teachers and students is positive</p>	<ul style="list-style-type: none"> • Evaluation meetings Teachers' and students' feedback 	<p>Whole School Year</p>	<p>Class Reps and subject teachers</p>
	<p>Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions</p>	<p>Debriefing sessions are Held</p> <p>Feedback from teachers and students is positive</p>	<ul style="list-style-type: none"> • Evaluation meetings • Teachers' and students' Feedback 	<p>Whole School Year</p>	<p>Functional units</p> <p>Social Service Team</p> <p>Subject panels</p>

1. To provide excellence in teaching, student engagement and adapt the curriculum to meet the needs of the community.
2. To maintain and refine support systems for enhancing school functions and student success.
3. To provide appropriate facilities and a quality and productive work, study and learning environment aimed at engaging the school community.
4. To maintain a strong commitment to excellence through professional development.
5. To seek resources to support the school mission.
6. To distribute resources in a manner that are productive, efficient and consistent with the school mission.
7. To inculcate a deep rooted respect in students for the environment, people and resources.
8. To support the school commitment to expand access, equity, diversity, and enrollment.
9. To provide leadership in cultural and economic development in the school's service area.
10. To seek out and cultivate beneficial partnerships.

3. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Classes → Date/Month ↓	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/ Recommendations
I (July to August)	I	<ul style="list-style-type: none"> • Appreciable involvement of students in Self Awareness activity. • Fruitful involvement of students in hands-on Math and language activities through integration with art • Classic Rhyme recitation and enactment. • Enriching sessions through the medium of interactive modules • Rubik's cube activities being conducted on regular basis. 	<ul style="list-style-type: none"> • Rhyme Recitation and enactment can be up scaled to creative story narration • Hindi role play activity can be conducted through an integrated approach with another subject 	<ul style="list-style-type: none"> • Conducting one-to-one sessions with the teachers to discuss the areas of improvements and strategize new methodologies to enhance teaching learning process • Organizing workshops for teachers as well as students to prepare them for up-coming changes and challenges • Optimizing teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum
II (July to August)	II	<ul style="list-style-type: none"> • Appreciable involvement of students in Self Awareness activity. • Fruitful involvement of students in hands-on Maths and language activities through integration with art • Classic Rhyme recitation and enactment. • Enriching sessions through the medium of interactive modules • Rubik's cube activities being conducted on regular basis. 	<ul style="list-style-type: none"> • Rhyme Recitation and enactment can be up scaled to creative story narration • Hindi role play activity can be conducted through an integrated approach with another subject 	<ul style="list-style-type: none"> • Review and refine the curricula, quantity and quality of assignment and assessment • Hold evaluation meeting.
III (July to August)	III	<ul style="list-style-type: none"> • Integrated project base activity • Interesting method of teaching language and mathematics daily concepts through PEC classes • Meaningful usage of Class Library for reading activities • Better conceptual understanding through Astronomy and Educational trip. • Rubik's cube activities being conducted on regular basis 	<ul style="list-style-type: none"> • Further enhancement of teaching by using newspaper to conduct listening activity and group discussion. • Better classroom management during group poster making activity • Developing more student centric club activities 	

IV (July to September)	IV	<ul style="list-style-type: none"> • Meaningful and significant incorporation of Theatre in Education to teach literature • Complete involvement of students in learning grammar through newspaper and magazine • Enhancement of scientific skill and mathematical skills through online quizzes and Maths Kits. • Appreciable inter-disciplinary approach adopted in all the subject • Better conceptual understanding through Astronomy and Educational trip. • Rubik's cube activities being conducted on regular basis 	<ul style="list-style-type: none"> • Organising follow-up sessions after educational trips • Incorporating more Sports and Music activities in other subjects to enhance social skills • Language development activities.
V (July to September)	V	<ul style="list-style-type: none"> • In-depth vocabulary enrichment programmes conducted in classes for Better comprehension 	<ul style="list-style-type: none"> • Tell a Story program can be conducted through an inter disciplinary

		<ul style="list-style-type: none"> • Role Play and Theatre in Education incorporated in the teaching of literature, gave an edge to the students' understanding of the complex concepts too. • Useful participation in online quizzes • Better conceptual understanding through Astronomy and Educational trip. • Rubik's cube activities being conducted on regular basis 	<ul style="list-style-type: none"> • approach with other subjects • Vocabulary enrichment activities can be up scaled to test the language skills acquired in day to day use. • More in-depth mathematical activities to be developed to enhance calculative skills • More language development and scientific temperament enhancing activities. 	
VI (July to September)	VI	<ul style="list-style-type: none"> • Better conceptual understanding through Tab Lab, ATL 3D Lab Activities. • Enhanced student participation and interest in all science activities • Appreciable interest and learning displayed during Tell a Tale activity • Innovative use of art to enhance creative sensibilities in other subjects • AI related activities. 	<ul style="list-style-type: none"> • Incorporation of listening and speaking activities to enhance language skills • Conducting follow-up sessions after Heritage Walks and Educational visits to monuments • Incorporating modes of e-learning to engage students in the field of Technology 	
VII (July to September)	VII	<ul style="list-style-type: none"> • Excellent use of PPTs as a teaching aid • Enhanced understanding of scientific ideas through club-based activities • Apt visual stimulus provided through the use of flow chart and maps • Enriching learning experiences through Khan Academy, ATL and 3D Lab sessions. 	<ul style="list-style-type: none"> • Need for improved vocabulary in Story Building and Story Telling sessions • Better class management and the need to put up probing question during book discussion activity 	
VIII (July to September)	VIII	<ul style="list-style-type: none"> • Use of art to develop and enhance other subject skills • Enhanced understanding of complex concepts through Khan Academy, ATL and 3D Lab session. • Intensified student participation and conceptual understanding through flipped classroom technique 	<ul style="list-style-type: none"> • Need to organise group discussion as a follow-up activity after questionnaire filling • Organising in-depth discussions after model making and presentation session • Need to develop vocabulary and understanding of paragraph structure 	
IX (July to September)	IX	<ul style="list-style-type: none"> • Appreciable assessment tools used to bring out language efficiency among students • Enhanced students' involvement in celebration of important days and organization of MUNs. • Scientific enrichment through 3D Labs/ATL labs. 	<ul style="list-style-type: none"> • Incorporate more student centric learning and teaching strategies by adopting diversified teaching skills • organizing learning experiences outside the classroom for more and more subjects 	

Guidelines for Implementation of the Plan

- Ensure grade wise, subject wise and unit wise detailing of the innovative pedagogy to be used through preparation of structured lesson plans.
- Develop content related to art and sport with education, with the help of concerned teachers as well as Art and Sports teachers.
- Ensure dissemination of plan to all teachers and all concerned by June every year.
- Ensure proper implementation of this plan.
- Monitor the progress at least on a monthly basis.
- Reach out to the Board for any training needs.
- Maintain records of the preparation of the plan, and the progress in the implementation.

WHOLE SCHOOL RUBRIC

ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the center of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students.	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	Curriculum	Curriculum is usually designed by individual teachers based on the year level and associated subjects.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
	Assessment	Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.		Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.	
ORGANISATIONAL STRUCTURES	Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organizational structures are being examined and options are developed and analysed to identify structures that will better support student learning.	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.	
	Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.	
PERFORMANCE & DEVELOPMENT	Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.	
	Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation	
COMMUNITY BUILDING & PARTICIPATION	The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.	

