ANNUAL PEDAGOGICAL PLAN

SESSION 2020-21

1. SCHOOL INFORMATION

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

NAME OF THE SCHOOL : Sant Rawatpura Sarkar Higher Secondary School, Bankhedi
COMPLETE ADDRESS : By-pass Road, Padrai Thakur Road, Bankhedi, Dist.-Hoshangabad (M.P)
PHONE NO : 70009 36231
EMAIL ID : srpsbankhedi@gmail.com
WEBSITE : http://www.srpsschool.com

Name of the Principal/ HOS: **Mrs. Sangeeta Vashisth**

Contact No.: **7000936231/8103588326**   Email ID: **srpsbankhedi@gmail.com**

School Details:

Dise Code: 23370100121   **MPBSE School Code: 672129**

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: **519** (Total) **322** (Boys) **197** (Girls)
- ☐ No. of Divyang (with Special Needs) Students: 00 Facilities Available: **As per CBSE Guidelines**
- ☐ No. of Students in: Day School **519** 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

Number of Students on Roll (Class-wise):

Class	Pre-Primary	I	II	III	IV	V	VI	VII	VIII
Number of Sections	03	1	2	2	2	1	1	1	1
Students on Roll	97	45	64	57	56	35	38	38	31

Class	IX	X	XI	XII	Streams and Subjects in Sr. Secondary Level			
					Science	Commerce	Humanities	Vocational
Number of Sections	1	1	0	0	0	0	0	Artificial Intelligence has been introduced at senior secondary level and 10 student have opted
Students on Roll	29	29	00	00	00	00	00	00

School Academic Performance:

a) Pass Percentage during the last Academic Session:

Class	Number of students appeared	Number of students Passed	Pass percentage
PRE SCHOOL	27	27	100%
PRE PRIMARY	109	109	100%
CLASS I	64	64	100%
CLASS II	57	57	100%
CLASS III	56	56	100%
CLASS IV	35	35	100%
CLASS V	38	38	100%
CLASS VI	38	38	100%
CLASS VII	31	31	100%
CLASS VIII	25	25	100%
CLASS IX	29	29	100%
CLASS X	58	48	82.7%

b) Board Examination at a Glance

Class	Number of students appeared	Number of students Passed	Pass percentage	Number of students with 10 CGP/ marks between 91% to 100%	Number of students with A2/ marks between 81% to 90%	Special Remarks (if any)
XII	000	000	000	00	00	
X	58	48	82.7 %	06	08	- -

1.5 Overall School Performance of the Current/ Previous Academic Session

Class X	2019-20	2018 – 19
Average Achievement Instances of 100% marks **School Topper**	85.25% 8 95.75% (Nayan Dubey)	80% 5 91% (Rohit Patel)

Key Strengths of the School

- Student Centric Education – A Conducive Learning Environment
- Academic Excellence
- Inclusive Education
- Environment & Ecology consciousness
- Positive approach towards Digital Information and Technology
- Skilled, Empowered and supportive faculty
- Collaboration and Team work
- Strong and collaborative leadership
- Safe Learning Environment
- Reliable Support Staff
- State of the Art Equipment and Facilities
- Achievements at National and International Sports Tournaments
- Progressive approach towards Innovation and invension.

Staff Details:

The number of the teachers including Librarian, PET and Principal in position (Regular, Ad-hoc or Part -Time)

Group	Regular	Ad-hoc	Part- Time	Number of Teachers	
				Trained	**Un-Trained**
Pre-Primary	05				
Primary	14				
Middle	00				
Secondary	08				
Senior Secondary	00				
Supervisory Heads	00				
Special Educator	01				
PETs	01				
Librarian	01				
Music Teachers	00				
Dance Teachers	00				
Yoga Teacher	00				
Counsellor	01				
Others (if any)					
Total	**31**				

Alumni Details:

    a) Admissions in Professional courses in the Current Academic Session

Course/Competition	Number of students		Special Remarks (if any)
	Appeared	**Selected**	
JEE	00		
NEET			
NDA			
Any other			

    b) Special Achievements of School Alumni

- There were 2 entries into the Delhi University in various fields

- 01 Students were selected in Doughter of Madhya Pradesh Project for which they had won Rs. 10000 as a prizes.

- Plenty of other students have got through various high profile professions

2. ANNUAL PEDAGOGICAL PLAN 2020-21

PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
	Board of Management	Initiating. Planning and guiding
Mrs Sangeeta Vashisth	Principal	Initiating, Planning, guiding and Monitoring
MR. Anil vashsth	Educationist	Initiating. Planning and guiding
Mrs Varsha Sijju	Educationist	Planning guiding and execution
Mr. Vivek Paliya	Chairman Educationist	Planning guiding and execution
Mr. Prabhu Dayal Kushwaha	HOD - Comp. Sc.	Guiding & Execution
Mr Neeraj Bathre	HOD - PE	Guiding & Execution

PPC Meetings to develop APP		
Date	**Stakeholders Consulted**	**Discussions Held**
January 2020	- Academic Council - Sports Council - Principal - Headmistresses - All Class Coordinators	- Planning of the yearlong activities under the Principal's instructions - Framing the annual examination schedule - Planning School functions, Sports activities - Building the schedule of Morning - Assemblies, PTM's and Co-Curricular activities
February 2020	- Principal - Headmistresses	- 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).
March 2020	- Principal - Headmistresses - Teachers	- Discussion of the class wise annual result - Planning the departmental Result Declaration Ceremonies

VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resources Segment –wise

Vision Statement

Sant Rawatpura Sarkar School Bankhedi is an inclusive school community committed to providing engaging and challenging education opportunities

Mission Statement

We believe each individual is unique and his / her dignity is to be fully respected. We work hard to prepare each student to take up the challenges of an active and responsible participation in society along with its varied cultures and environmental heritage.

Our Values

Commitment, Acceptance, Respect, Excellence, Strength - CARES

Our Focus

The school's mission is to provide excellent educational experiences for all students and to promote respect and tolerance for all is underpinned by the strong core values of: Commitment, Acceptance, Respect, Excellence and Strength. The positive tone and culture within the school is supported by a highly professional staff, together with a hard working school council and community association. Our school is committed to work with children as individuals, adapting programs to their specific needs. A strong emphasis is placed on the development of literacy and numeracy abilities as well as innovative practices in ICT. Our student results are evidence of this commitment. We also offer a broad range of specialist programs that include an excellent Physical Education program, extensive Visual Arts Program, specialist Library Program and emphasis on Sanskrit & French. The School is also widely known for its strong commitment to enhancing curriculum through a specialist Performing Arts Program. The community is also delighted to be entering an exciting new phase, with the development of a Master Plan for new school buildings. These modern facilities will enhance our already stimulating learning environment for our students to complement our innovative teaching and learning.

OUR PEDAGOGICAL VISION

At Sant Rawatpura Sarkar School Bankhedi 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 <u>learning and working in teams</u>. 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 at Sant rawatpura Sarkar School Bankhedi we personalize learning in the following ways:

Personalized learning at Sant rawatpura Sarkar School Bankhedi is:

o 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.

- How does inquiry learning relate to personalized learning goals?

ICT is used as a tool to personalize learning

ACADEMIC RESOURCES

Name of the Academic Resources Segment -wise

Name of Resource/s	Segment Pre-primary / Primary/ Sec /Sr. Sec.	Usefulness
OUTDOOR PLAY AREA	Pre 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.
SENSORIAL GARDEN & SENSORIAL PATH	Pre Primary	Students develop and enhance their senses through equipment and activities. High-intensity activities like a **sensory pathway** get the blood pumping, helping children to sit still and focus for longer periods of time in the classroom
MONTESSORI APPARATUS	Pre 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	Pre Primary	Students develop fine motor skills, creativity, imagination and expression and develop aesthetic sense through drawing & colouring and craft activities.
LANGUAGE CENTRE & LIBRARY	Pre Primary	Students develop their cognitive and vocabulary building skills – phonic awareness, memory and thinking skills.
MUSIC CENTRE	Pre Primary	Students enhance their vocal skills, learn about sequencing and ordering.
SCIENCE AND NATURE CENTRE	Pre Primary	Students learn to investigate the world around them through simple hands on activities and develop curiosity, reasoning, problem solving and thinking skills.
DRAMATIC PLAY CENTRE	Pre Primary	*Students learn* to self-regulate their emotions as well as express themselves in front of an audience, thereby instilling self-confidence.
ACTIVITY ROOM	Pre 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 instills 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, 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.
3 D LAB / BIO LAB	Primary, Middle, Secondary,	Makes learning immersive and exciting
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.
AI LAB	Primary, Middle, Secondary	To make children AI ready.

BRITISH COUNCIL LIBRARY MEMBERSHIP		Provides access to the books, videos, CDs of the British Council Library. Workshops conducted at British Council can be attended.
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.
TAB LAB		Khan Academy modules have been introduced for effective explanation of concepts in Mathematics
ATAL TINKERING LAB		Nurtures innovation amongst young innovators and enables students to explore new ideas, test them and follow 'learning by doing' approach.
ONLINE EDUCATIONAL PLATFORMS		Swayamprabha Channel; Diksha Portal; Google Classroom; NISHTHA; National Repository of Open Educational Resources, NCERT; Siksha Vaani;
EDUCATIONAL VISITS		Provides learning beyond the books.
WEB RESOURCES		Excellent source for self- education for students, meets their interests and needs
RESEARCH PAPERS		Keeps the students updated about the recent findings
EDUCATIONAL VISITS		Provides learning beyond the books.
ONLINE EDUCATIONAL PLATFORMS		Swayamprabha Channel, Diksha Portal and Google Classroom, Amrita O Labs

PEDAGOGICAL STRATEGIES

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

Stakeholders ▢ Class ↓	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
I	Hindi	English	EVS	GK/Computer	Maths
II	Hindi	English	EVS	GK/Computer	Maths
III	Hindi	English	EVS	GK/Computer	Maths
IV	Hindi	English	EVS	GK/Computer	Maths
V	Hindi	English	EVS	GK/Computer	Maths
VI	Hindi	English	Maths	Science	Social Science and Sanskrit
VII	Hindi	English	Maths	Science	Social Science and Sanskrit
VII	Hindi	English	Maths	Science	Social Science and Sanskrit
VIII	Hindi	English	Maths	Science	Social Science and Sanskrit
IX	Hindi	English	Maths	Science	Social Science and Sanskrit
X	Hindi	English	Maths	Science	Social Science and Sanskrit

STUDENT DEVELOPMENT PLAN

Student Needs Assessment Mechanism

Student Needs Assessment Mechanism	No of Students Identified for Remedial Class	No of Students Identified for Enrichment Class
Regular Tests Unit Tests, Half Yearly Exams, Annual Exam, Online Open Exams to gauge the level of understanding.	216	135
Specialized Tests • Common aptitude tests(CAT) • Common Understanding Proficiency Assessment (CUPA) • Open Exams (SOF& SILVER ZONE)	800(approx..)	125

<mark>**Classroom Observation Schedule**</mark>

Classroom Observation Schedule	Frequency	Done By	Findings
Routine observations	Regular basis	Headmistress/VPL (weekly) Principal (quarterly)	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 MP Board	All Teachers were found to be subject proficient. However, some insights were given into methods of delivering class room lessons effectively.

TEACHER DEVELOPMENT PLAN
Teacher Needs Assessment & Training

TNA Activity	Method	Outcome
Questionnaire	SWAT (Strength and Weaknesses test)	Analysis of personal obstacle or issues that may hinder the development of a teacher
Brainstorming	One teacher can be chosen to do the writing work while other should be encouraged to openly state their difficulties in different area of job performances	Analysis of the problems which a teacher faces in classroom and common problems can be jotted down and a procedure for the improvement can be drawn.
Identify what professional skills you already have and those you need to work upon.	Identify the professional skills that are desirable for your career. Recognizing your current strengths and abilities is important so that you can clearly understand what you are lacking that might be holding you back. An appropriate training program by experts in this field will help achieve the goal.	Improved performance by the teacher. A suitable development program brings all teachers to a higher and common platform as they all get equipped with similar skills and knowledge.

Teacher Training Schedule			
Teacher Training Topic/Activity	**Proposed Date/ Week /Month**	**Target Group**	**Learning Outcome**
TNA Activity	Method	Executed Date	Outcome
Gender Sensitivity	JULY	All teachers	- To understand how an egalitarian society is beneficial for all by questioning gender norms - Reflecting and reforming practices/actions/language while dealing with children that reflect gender bias.
Stress And Conflict Management: The Way To Resilience And Satisfaction	FEBRUARY	All teachers	- Learn about characteristic of stress, its causes and its effect - Develop insight into pattern of stress response - Practice and acquire stress management techniques - Learn how to apply stress management tool in typical education setting(i.e. teacher-parent relationship, bullying) - Learn simple visualization and relaxation techniques activities to ease student anxiety
Differentiated Instruction	APRIL	All teachers	- make allowances for all individuals in the classroom to learn. - allows educators to consider the readiness, interests, and learning profiles of each of their individual learners. - methods educators use to find out and analyze the needs of their students based on the readiness, interests, and learning profiles
Skill Acquisition Integration of AI along with various subjects of study	APRIL	TGT'S	The increasing penetration of AI into many aspects of life is altering decision making within organizations and improving efficiency.
Soft Skills Training - Teachers' personality - motivation	MAY	TGT'S / PGT'S	- Enabling and empowerment of teachers which will ensure a smooth transition from aspiring students to young successful managers. - The innate power motivation helps in achieving the goal easily. Advancement of growth in desirable qualities
Involvement in development (ID)/ Improvement Process Model (IMP)	DECEMBER	senior school teachers	***Development*** of desirable qualities; - progress toward what is better; melioration;
Observational Assessment Model	AUGUST	senior school teachers	- Direct Practice of an Action - Immediate Results - Ideal for marking project work where team activities are undertaken
Professional Development Programmes	NOVEMBER	All teachers	- Teachers will be able to gain confidence, generate skills and resources related to their subjects. - Teachers will be able to develop knowledge and skills they need to address students' learning challenges

Effective Lesson Planning	OCTOBER	All teachers	• Teachers will be able to determine three essential components of an effective lesson plan- the objective, the body, and a reflection • Teachers will be able to determine the purpose of the lesson. • Teachers will be able to create space for student thinking and class discussion
Role of Theatre and Drama in Class	SEPTEMBER	All Teachers	• Teachers will learn to become a conceptual artist who moulds knowledge, feelings, thoughts, sensations and experience into an active and activating educational process. • Teachers will be able to infuse the use of drama in their lessons. • With the use of drama and theatre in class, the teachers will be able to engage better with students.

COLLABORATIVE ACTIVITES

Name of the collaborative activities including exchange programs etc

Month/ Week	Activity	Learning Objectives	Proposed Schools For Collaboration
April, 2020	**Different Hues of Flowers in India and in Sri Lanka** Classes: Pre Primary Students to visit a garden with blooming flowers. They can see and appreciate the beautiful colours. Pictures of flowers to be shown through smart class modules or You-tube. Information about 3 or 4 flowers to be imparted, growing in India and in Sri Lanka. Students can write about the flowers and draw pictures of the same and exchange through emails along with students of partner school in Sri Lanka.	• To be familiar with flowers growing in our country and also in our neighboring country, Sri Lanka. • To be able to identify different colours of the flowers. • To know names of the flowers. • To be able to speak few sentences on the flower they like the most and draw the same.	------------------
July, 2020	**Identity and Belongingness** Classes: IX and X. Students to find out about their personal values and traits imbibed over the years from their families and the environment where they are growing up. They need to share their experiences to highlight their identity with other students from India and abroad, through video conferences.	• Students to understand their own selves – values, customs and heritage. • They are able to know about others in other nation or environment. • Communication skill is improved. • They are confident to bring out their personal interests and skills. • Question answer sessions help to improve their critical thinking.	Schools like: ● ------------- ● ------------- ● ---------------
August, 2020	**National Festivals** Classes: VI and VII Students to identify national festivals and religious festivals and differentiate between them through a talk show. They need to collect information on the national festival – Gandhi Jayanti- different ways of observing this festival throughout the nation. One of the ways to observe this day is the Swachchata Abhiyaan- as proposed by Gandhiji, students to be able to implement this drive. Classrooms, corridors, school playground and garden to be cleaned by the students by setting up a proper schedule. The schedule to be exchanged with partner school, to find out about their plan of action.	• To understand the significance of national festival, especially Gandhi Jayanti. • Inculcating the value of cleanliness and to feel proud to be a part of keeping the school premise neat and clean. • Students will spread the same habit in their own surroundings too. • Students have the sense of responsibility and achievement.	Schools can be: ------------------, ------------------
October, 2020	**Various platters of India, with similar ingredients** Classes: IX and X Referring to the festival season in India, students to choose a platter from North India, from the East, from the South and from the West- like gujias, pithas, payesam and basundi. A day can be fixed when students voluntarily can prepare these dishes and exhibit them in their traditional but in an innovative manner. Parents can be invited to be a part of this exhibition.	• Students are able to explore with their culinary skills. • They are able to find out more about other cultures and communities in India. • Aesthetics and presentation skill is improved. • Parents are collaborating actively in this activity.	Parents of Classes IX and X

WELLNESS ACTIVITES
Name of the activities planned for Well-being of pupils

Month/Week/Date	Type of Activity	Objective/s	Target Group
7 April 2020	World Health Day "Stay Fit & Healthy"	To understand healthy mind resides in a healthy body.	Students-P.S. to X, Staff, Parents
29 April 2020	Webinar By HRIDAY	Empowering Youth to Lead fight against Covid19	Class IX – X Staff
05 May 2020	World Asthma Day	Spread awareness for Asthma Release of Asthma manual on School website	Students-P.S. to X, Staff, Parents
31 May 2020	World No Tobacco Day	To enhance positive behavior towards self and environment	Students-P.S. to X, Staff, Parents
05 June 2020	World Environment Day	U.S Embassy Virtual Debate: Air Pollution	Class IX – X Staff
14 June 2020	World Blood Donation Day	To Encourage this nobel and biggest donation to save life	Students- V to X, Staff, Parents
21 June 2020	International Day of Yoga	To maintain fitness, strengthen cardiovascular system and manage stress.	Students-P.S. to X, Staff, Parents
13 July 2020	First Aid Training	To ensure all staff members follow first Aid protocol	Staff Members
28 July 2020	Survey : Healthy Lifestyle	To promote right eating habits	Students Class VI & Staff
21 August 2020	BEST Club : Culmination Ceremony	To create awreness for Clean air and Healthy Lungs	Students-P.S. to X, Staff
02 September 2020	Webinar : Hosted By Principal Maam	ENT Manifestations of Corona Virus	Students-P.S. to X, Staff, Parents
16 October 2020	World Food Day	To focus on right nutrition intake to generate positive energy	Students-P.S. to X, Staff, Parents
02 November 2020	Swachhta Pakhwada	To ensure all follow Personal hygiene and cleaner environment	Students-P.S. to X, Staff, Parents
01 December 2020	World AIDS Day	To Create awareness about prevention of HIV virus	Students-P.S. to X, Staff, Parents
04 February 2020	World Cancer Day	To Spread the message of hope and being positive	Students-P.S. to X, Staff, Parents
22 March 2020	World Water Day	To understand the importance of staying hydrated.	Students-P.S. to X, Staff, Parents

COMMUNITY OUTREACH
Name of the community activities planned

Month/ Week/ Date	Activity/Project	Objective	No. of students	Class
APRIL	**SELF-PREPARED MASKS WERE DISTRIBUTED**	To promote Social distancing and wearing safety masks, handmade masks were distributed among the construction workers, guards, sanitation workers.	20 – 25	IX – X
	LENDING A HELPING HAND TO THE NEEDY IN THE PANDEMIC TIMES	Our keen Interactors reached out and extend services to the society in hour of need by providing food packets and basic ration to the needy people near them.	30 – 40	VI – IX
	'WASTE NO FOOD, REACH TO THE NEEDY'	Strengthening the humanitarian qualities in children. This awareness campaign is all about not wasting unwanted food by throwing in dustbins but trying to reach to stray animals in surroundings. Feeding them is again a social act which can save food being wasted.	30	VII- VIII
MAY	**I CARE FIRST AID KITS**	The Interactors prepared 'I Care' – basic first aid kits and donated them to Guards / sanitization workers in their respective housing societies.	20 – 25	IX – X
	TAKING CARE OF STRAY ANIMALS IN PANDEMIC TIMES He who feed the hungry animal, feeds his own soul.	Due to the lockdown and stringent rules, many stray animals found themselves with no one who takes care of them. Interact Club members are not only taking care of their pets but also stray animals in the vicinity.	12 – 15	IX – X
	BIRD HOUSE	Bird houses are being made and installed to bring sparrows back home.	10 -12	IX – X
JULY	**EXPRESS IT**	EXPRESS IT - a webinar series conducted by the senior students for the younger peers to help them express their feelings openly without being shy and tried to find solutions for their problems.	100	IX – X
	PLANTING TREES	The good samaritans of the Interact Club planted saplings and are taking care of their plants diligently.	20 – 30	VI – X

AUGUST	RAKHI MAKING	Rakhis were prepared and collected and were given to soldiers in Siachen and Jodhpur.	40 – 50	IV – X
	ECO FRIENDLY GANESHA	Eco-friendly Ganesha idols were made by the interactors of biodegradable materials.	20 - 25	VIII - X
SEPTEMBER	FEEDING OF HUNGRY STRAY ANIMALS	Interact club members are feeding stray dogs in their localities on a regular basis.	12 – 15	IX – X
	CREATING BRICKS FROM PLASTIC WASTE	Interact club members learnt creative ways to convert plastic bottles to bricks and use them aesthetically.	20 - 25	VIII - X
OCTOBER	EACH ONE TEACH ONE	Interactors spread the message of "importance of the education". The students took the initiative in a positive way and enthusiastically took part in increasing the literacy rate.	30 – 40	IX – X
	MAKING GRANDPARENTS TECH SAVVY	The lockdown is particularly harsh for the elderly. Interactors tried continuously to help their grandparents and the elderly people living in the locality by running some errands for them, teaching them how to use their smart phones etc.	20 - 25	VI - X
NOVEMBER	FOOTWEAR DONATION DRIVE Repurpose your shoes	Footwear collection drive to instill the feeling of sharing and caring	100 – 120	Mont 1 – X
	RANDOM ACTS OF KINDNESS Small actions – big change	To inculcate the habit of doing small acts of kindness in the children.	50 – 60	VI – X
	ANTI-CRACKER CAMPAIGN For pollution free Diwali	To bring awareness 'HARIT EVAM SWATCCH DIWALI'	150	I to X
DECEMBER	BE THE SECRET SANTA	To share the joy of sharing with the underprivileged children	200	VI – X
	CONSERVATION OF WATER	To find out innovative methods of conservation of water.	200	I - X
JANUARY	WOOLLEN COLLECTION DRIVE	To make students aware of the fact that they are privileged and it is always nice to share the blessings with underprivileged Kids.	150	I – X
	COMMUNITY 'WASTE DISPOSAL CONSCIOUSNESS'	To bring awareness for collection of waste in proper bags kept at proper places for the efficient waste disposal including the face masks, gloves .	40	VI to VIII

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.	• Parent teacher Meeting • Managing Committee Meeting • Meeting of Parent Teacher association • Excursion trip for student wherein minimum two parents are required to accompany for Transparency the safety and security of the students.
Teaching Staff	General Body Meeting with Principal/ Vice Principal. Departmental meetings with HOD, 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.	• 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	GBM 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 co operation.	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.	School is the Examination Centre for class X and XII board Exams. School also serves as the Nodal Centre for various subjects of class X and XII.	All Activities which are required to be organized as per CBSE are incorporated in the School activity Calendar
Media	Two 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 and Hindi newspaper. The same is published within a span of one week	

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	▪ Enhance students' understanding ▪ of their learning styles and equip students with learning skills o Workshops (S.1 – 3) ▪ - Ethics lessons	▪ Feedback from teachers ▪ and students is positive	▪ Evaluation meetings ▪ Students' performance in the learning processes ▪ Students' reflection on their learning skills	▪ Whole School Year	▪ Academic ▪ Enhancement Team Moral & Civic Education Team
	▪ Incorporate learning skills into individual subjects	▪ Teachers develop students' learning skills ▪ Students are able to apply different skills in their learning ▪ Students show improvement in learning	▪ Evaluation meetings Students' performance ▪ in learning, tests and examinations	▪ Whole School Year	▪ Class Reps and Subject teachers ▪ Subject coordinators
Strengthen teachers' professional development to engage students in active learning	▪ Optimize teachers' professional sharing culture for promoting effective pedagogies and refining subject curriculum ▪ - External sharing	▪ At least one intra-class sharing is conducted per term	▪ Evaluation meetings ▪ Records of Staff Professional Development Team	▪ Whole School Year	▪ Staff Professional Development Team ▪ Class Reps and Subject teachers ▪ Subject coordinators
	▪ Incorporate student-centred learning and teaching strategies at subject level o Adopting diversified ▪ teaching strategies o Making use of e-learning to ▪ engage students in learning ▪ - Organizing learning experiences outside the school	▪ Student-centred ▪ teaching strategies are applied at subject leve ▪ Students show improvement in ▪ learning ▪ At least one learning activity outside school is organized by individual subject teachers / Subject coordinator in a year	▪ Evaluation meetings	▪ Whole School Year	▪ Class Reps and Subject teachers ▪ Subject coordinators ▪ IT in Education Team
Motivate students of diverse abilities	▪ 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)	▪ Subject contents, teaching materials, homework policy and assessment policy are reviewed and refined	▪ Evaluation meetings	Whole School Year	▪ Class Reps and Subject teachers ▪ Subject coordinators Academic Enhancement Team

| Provide academic enhancement programmes to strengthen students' academic abilities
- S.1−2: Homework Guidance Class
- S.1−3: Afterschool Remedial Class for core subjects
- S.4−6: Subject-based academic support
- STEM courses

- Enhancement programmes for gifted students | • 90% or above of students do not receive demerit for homework non-submission
• Students show improvement in learning
• Students show improvement in tests and examinations | • 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 | • Academic Enhancement Team
• Class Reps and Subject teachers
• STEM Education Team
• Gifted Education Team |

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	• Refine LAC programmes for junior forms	• Measures are implemented as scheduled • Students show improvement in learning in those subjects Feedback from the related subject panels is positive • Feedback from students is positive	• Evaluation meetings • Students' performance in learning, tests and examinations	Whole School Year	• English Language Department • Science Department
	• Implement support measures for • fine-tuned students switching to regular classes for subjects	• The academic performance of the students is satisfactory	• Evaluation meetings • Students' performance in learning, tests and examinations	Whole School Year	• Subject teachers
	• Organise bridging programmes • for MOI adaptation • - Pre-S.1 Bridging Course • - Mathematics • - Technology & Living	• Feedback from teachers and students is positive Students show improvement in learning	• Evaluation meetings • Students' performance in learning, tests and examinations	Aug & Sep	• English Language Department & EMI content subject Department • Mathematics Department • Technology & Living Department
	• Encourage teachers to participate • in Language-related sharing activities	• At least one internal/external sharing activity is conducted per term • Feedback from teachers is positive	• Evaluation meetings • Feedback of teachers on the activities	Whole School Year	• 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	▪ Strengthen the reading and writing skills of junior forms	▪ Feedback from English Language Panel is positive ▪ Students show improvement in their reading and writing skills	▪ Evaluation meetings ▪ Students' performance in coursework and examinations	▪ Whole ▪ School Year	▪ English Language Department
	▪ Implement cross-curricular reading activities to widen students' exposure to English	▪ Feedback from teachers and students is positive ▪ Students' performance in the reading programmes an activities is satisfactory	▪ Evaluation meetings ▪ Students' performance in reading programmes and activities	▪ Whole School Year	▪ English Language Department ▪ EMI content subject panels ▪ School Library
	▪ Create an English text-rich environment - In tus	▪ 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	▪ Evaluation meetings	▪ Whole School Year	▪ English Language Department ▪ EMI content subject Department ▪ Extra-curricular Activities and Services Groups Coordinating Team ▪ School Library
	▪ Use English as the main language for school events	▪ School events are conducted in English	▪ Evaluation meetings	▪ Whole School Year	▪ Related functional units English Language Department
	▪ Encourage students to participate ▪ in English activities and competitions	▪ 90% of students ▪ are awarded points for the English Award Scheme for joining English activities and competitions	▪ Evaluation meetings ▪ Records of students' participation in English activities and competitions	▪ Whole School Year	▪ 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)	▪ 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	▪ 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	▪ Students' performance in the activities ▪ Class teacher report ▪ Teachers' and students' feedback ▪ Evaluation meetings	Whole School Year	▪ Moral and Civic ▪ Education Team ▪ Extra-curricular Activities and Services Groups Coordinating Team ▪ Counselling Team ▪ Discipline Team ▪ Class Teachers Coordination Team ▪ Academic Enhancement Team
	▪ Provide parent education ▪ programmes to support student development	▪ Programmes are held as scheduled ▪ 80% of parents are satisfied with the programmes ▪ Information is delivered in a timely way	▪ Questionnaire ▪ Evaluation meetings	Whole School Year	▪ Counselling Team ▪ PTA

Major Concern 3 : Cultivate positive values through life education

Targets	Strategies	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	• 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	• Activities are held as • scheduled • Feedback from teachers • and students is positive	• Students' performance in • the learning activities • and during the lessons • Teachers' and students' feedback • Evaluation meetings	Whole School Year	• Counselling Team • Religious Studies • Panel • Moral and Civic Education Team
	• Invite guests / teachers to share life stories with students	• At least one guest / teacher is invited per term • Feedback from teachers and students is positive	• Teachers' and students' feedback • Evaluation meetings	Whole School Year	• Moral and Civic Education Team
	• Strengthen the role of student leaders and enhance their leadership skills - 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 form 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	• 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	• Questionnaire • Class teacher report • Teachers' and students' feedback • Evaluation meetings • Records of Extra-curricular Activities and Services Groups Coordinating Team	Whole School Year	• 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 systematic career and life planning programmes across all levels to help students explore and discover their purpose in life - Enhancing students' self-understanding and raising students' awareness of career and life planning (S.1 – 3) - Equipping students with career and life planning skills and career-related experiences for	Programmes are held as scheduled Feedback from students and teachers is positive The information on the webpage and facebook of Career and Life Planning Team is updated timely The Careers Room is open more frequently	• Teachers' and students' feedback • Evaluation meetings	Whole School Year	Career and Life Planning Team Extra-curricular Activities and Services Groups Coordinating Team Counseling Team Big Sister Team

	enhancing students' career decision-making (S.4 – 6) - Enriching students' knowledge of multiple pathways				
	Enhance students' caring spirit towards others and the community - Organizing and coordinating activities that promote the caring spirit - Providing service learning opportunities to help students develop a heart to serve others	Caring spirit is incorporated into subject curricula Activities are held as scheduled Feedback from teachers and students is positive	• Evaluation meetings • Teachers' and students' feedb ack	Whole School Year	Class Reps and subject teachers Functional units Social Service Team
	Enrich students' learning experiences by providing opportunities for self-reflection in the debriefing sessions	Debriefing sessions are held Feedback from teachers and students is positive	• Evaluation meetings • Teachers' and students' feedb ack	Whole School Year	Functional units Social Service Team Subject panels

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 2020)	I	• Appreciable involvement of students in Self Awarness 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.	• Rhyme Reciation and enactment can be upscaled to creative story narration • Hindi role play activity can be conducted through an integrated approach with another subject	• Conducting one-to-one sessions with the teachers to discuss the areas of improvements and strategize new methodologies to enhance teaching learning process • Organising 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 • Review and refine the curricula, quantity and quality of assignment and assessment • Hold evaluation meeting.
II (July to August 2020)	II	• Appreciable involvement of students in Self Awarness 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.	• Rhyme Reciation and enactment can be upscaled to creative story narration • Hindi role play activity can be conducted through an integrated approach with another subject	
III (July to August 2020)	III	• Integrated project base activity • Interesting method of teaching language and mathematics daily concepts through PEC classes • Meaningful usage of Class Library for reading activites • Better conceptual understanding through Astronomy and Educational trip. • Rubik's cube activities being conducted on regular basis	• 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 2020)	IV	• 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	• 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 2020)	V	• In-depth vocabulary enrichment programmes conducted in classes for better comprehension	• Tell a Story program can be conducted through an inter disciplinary	

		• 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	approach with other subjects • Vocabulary enrichment activities can be upscaled 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 2020)	VI	• 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.	• 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 2020)	VII	• 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.	• 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 2020)	VIII	• 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	• 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 2020)	IX	• 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.	• Incorporate more student centric learning and teaching strategies by adopting diversified teaching skills • Organizing learning experiences outside the classroom for more and more subjects
X (July to September 2020)	X	• Enriching summer break projects to enhance student understanding of the subject • Creative use of mathematical crossword, abacus, Vedic math's and other activities.	• Incorporating value-based learning in all the subjects • Enhancing learning skills to meet the need of diverse subjects and different minded students

				• Making e-learning significant in engaging Students.	

ANNEXURES

Annex	Name	
1.	Time tables	http://srpsschool.com
2.	Details of improvement classes	http://srpsschool.com
3.	School improvement plan	http://srpsschool.com
4.	Annual Academic Calendar	http://srpsschool.com
5.	Annual Activity Plan	View Activity Details
6.	Annual Sports Calendar	http://srpsschool.com

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, sport and ICT with education, with the help of concerned teachers as well as Art, Sports and ICT 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 centre 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 CULTURE		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.**