

## **School Self-assessment(SSa) and School Improvement Plan (SIP)**

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### **Rationale**

Secret behind a high performance of Kuengaa HSS is its conscious effort in assessing its performance on a regular basis. The students' progress and their overall development and the capability of the teachers to deliver the programmes effectively are in the centre of the assessment business. This enables the school to mitigate effectively and timely to a variety of issues arising in the school and put the school on the path of continuous improvement. Thus the SSa and SIP for Kuengaa Higher Secondary School.

The premise of SSa and SIP in Kuengaa is based on the belief that, a holistic assessment would:

- enable the school to know its position more clearly;
- provide school with necessary information to make matured decisions;
- enable school to prioritize programmes and resources;
- empower school to value and optimize the available resources within the school;
- enable school to rely less on external support and work towards sustainability;
- ensure effective school planning and monitoring;
- put school on the path of continuous improvement.

### **Key Areas for Assessment**

Teaching-learning of curriculum no doubt forms the main basis for assessment. Assessment of other dimensions which contribute to intellectual and physical development of students has been given equal focus by the school. Following are the key areas for SSa and SIP:

- Leadership and management practices;
- Physical and psycho-social ambience;
- Classroom management practices;
- Academic assessment practices;
- Co-curricular and extra-curricular activities;
- School-Community relationship.

### **Guidelines for SSa & SIP exercise:**

1. The school shall conduct the SSa exercise thrice a year – First, in the beginning of the year(February) to review the current level of performance and set target for the year. Next, in the month of August for midterm performance review and to re-prioritise strategies and resources for the rest of the year. Another review in November-December to determine the status of performance for the year(the rating from this final rating shall be used next year as current rating to determine the target and to complete the performance review cycle).
2. The Principal, teachers, student leaders, office staff, and members of the School Management Board (SMB) rate the relevant indicators individually and later come to a consensus (one group answer) on a rating for each indicator – a SSa exercise.
3. As a follow-up of this exercise, it is important for schools to use the SSa findings/ratings to prepare the SIP.
4. It is important to set a date in school calendar for the tri-annual assessment and plan the exercise accordingly.

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5. The success of SSa and SIP exercise will determined by how the school principal plan the event. Higher the collaboration and better the outcome of the SSa and SIP.

### **SSA Ratings Key**

**1** = The indicator is seldom or never found in the individual, classrooms or the school. It is not a day to day norm, nor is it an impression that people would take away from a visit to this school (25%).

**2** = The indicator is found in some individuals, classes, and sometimes in the school. It is not regular or frequent – most classes and individuals or the school do not demonstrate this. It is the exception, not the norm (50%).

**3** = The indicator is found in most individuals, classes and at most of the times throughout the school. This is the norm in the school – not the exception (75%).

**4** = This indicator is found in all individuals, classes and throughout the school at all times. Any visitor to the school shall recognize this quality (100%).

### **The School Profile**

- |                                                            |                                        |
|------------------------------------------------------------|----------------------------------------|
| 1. Name of the School: <b>Kuengaa HSS</b>                  | 13. No. of repeaters: _____            |
| 2. Village: <b>Norbuling</b>                               | No. of dropouts: _____                 |
| 3. Gewog: <b>Doteng</b>                                    | 14. School Agri. land: _____ acres     |
| 4. Dzongkhag: <b>Paro</b>                                  | 15. Road access: <b>Yes. Farm road</b> |
| 5. Year of establishment: <b>March 21, 2004</b>            | 16. School Category: <b>Semi Urban</b> |
| 6. Thram No: _____ Area: <b>35</b> acres.                  | <b>17. Semi boarding school</b>        |
| 7. No. of students:<br>Girls: _____ Boys: _____            |                                        |
| 8. No. of teachers:<br>Female: _____ Male: _____           |                                        |
| 9. No. of support staff _____<br>Female: _____ Male: _____ |                                        |
| 10. Class range from <b>XI to XII</b>                      |                                        |
| No. of sections: _____                                     |                                        |

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## **School Vision and Missions**

### **Vision:**

Where everyone learns without limit and where all the members of the school community are enthusiastic about it and are fully engaged in it. In short - **A Learning Community**.

### **Mission:**

Making Kuengaa 3 As:

- A school of first choice by the students, parents and teachers;
- A learning community, collaborating to improve its performances continuously;
- Abundant with success stories, and students and teachers are the story tellers.

### **Goals:**

- A safe and supportive learning and working environment;
- Students get the opportunity have a variety in the choice in subject streams that are in demand both in and after the school;
- Provisions to meet the need of the students other than curriculum matters in terms of, spiritual, health, counseling, games and sports, community service etc... is in place;
- School has a standards which serves as minimum baseline for all activities promoting excellence;
- All the school staffs has the capacity to effectively support the school programmes – both curriculum and co-curricular and they have a clear career path for progression ;
- The use of Information Communication Technology (ICT) to enhance teaching-learning is optimized to the fullest extend;
- School has all the required policy in place and it is impacting direction and steering the school programmes;
- School has a realistic plan drawn collaboratively, supported by adequate resources and it is being effectively monitored and reviewed for continuous improvement;
- The school community(students, support staff and teachers) demonstrates positive attitudes, virtuous character, and strong ethics at all times.

### **Strategies to achieve the goals:**

- frame policy and guidelines to give clear directions to the school programmes;
- design and offer a balanced choice of subject streams that meet the need of the students;
- facilitate the choices made by students with meaningful activities and adequate resources;
- set standards and excellence for all school activities – both curricular and co-curricular;
- Institute proper award system to recognize excellent performance;
- ensure effectiveness in monitoring and reviewing the achievements against the standards;
- embrace and appreciate intellectual and cultural diversity;
- invest in and engage the teachers continuously in capacity building programmes;
- connect the school ICT and enable the students and teachers to optimally use it;
- promote environmental education through school greening programmes;
- put provision in place to support the health and psycho-social need of the students;
- harmonize parental support keeping the welfare of students in the centre of business;
- provide a safe and supportive learning and working environment for all;

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- adore Timeliness, Effectiveness, Accountability and Measurability as core values of the school and permeate them in all the school activities.

### **Core Values: TEAM work with:**

- **Timeliness**(appropriateness and timely completion)
- **Effectiveness**(efficiency and usefulness)
- **Accountability** (taking charge of and being responsible)
- **Measurability**(quantifiable and qualitatively assessable)

### **School Motto: Making a difference**

### **School Self-assessment(SSa) form**

#### **I. Leadership and management practices**

<b>Sl. no.</b>	<b>Indicators</b>	<b>Current rating</b>	<b>Target rating</b>	<b>Review rating</b>
1.	The school has a written management policy which is understood and shared by all – Principal, teachers, learners and the community.			
2.	The policy covers all aspects of school management system in line with Education policies.			
3.	The school has adopted a quality disaster management plan.			
4.	The school consciously observes teachers and students code of conduct.			
5.	Student leaders are set up with clear roles and responsibilities and are effective in driving student development affairs.			
6.	The activities are held in consonance with School and Dzongkhag Calendar.			
7.	The resources (human, finance & materials) are mobilized, used and monitored effectively.			
8.	The school management involves parents in school development activities.			
9.	The school involves parents in school activities and student development programmes.			
10.	The school ensures realistic and timely requisition and follows up on arrival of school resources.			
11.	The school management is proactive in seeking support from relevant agencies and has evidences of such support for school improvement.			
12.	The school has professional development plan and program in place.			
13.	The school has a regular schedule for in-school teacher meeting, including class, subject, management and committee meetings.			
	<b>Total/13</b>			

Three most important aspects of Leadership and Management Practices that the school is proud. (Provide several examples of how the school is currently performing and manifesting the values and principles of GNH):

- 1.
- 2.
- 3.

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### II. Physical ambience

Sl.no	Indicators	Current rating	Target rating	Review rating
1.	The classroom is clean, safe and conducive for interactive teaching/ learning activities.			
2.	The school has adequate and clean toilets separately for girls and boys (including staff).			
3.	The school has safe and sufficient drinking water with functioning taps.			
4.	The school is litter free, adopts waste management practices and adopts and advocates No Plastic policy (4 Rs - refuse, reduce, reuse and recycle) and in school and community.			
5.	The school has well maintained flower gardens, hedges and plants in all relevant places.			
6.	The school promotes organic farming and local products through school agriculture programmes.			
7.	The school encourages healthy food habits e.g. nutrition guide displayed on the walls, avoid food waste, junk food.			
8.	The school practices a strong conservation ethics (e.g. saving electricity, water, paper use).			
9.	The school promotes and demonstrates knowledge on eco-literacy like climate change, resource conservation, impact of pollution and consumerism.			
10.	The school uses outdoors for enriching teaching and learning (field trips, local wisdom).			
11.	The school adopts water sources, streams, sections of rivers and forest and provides sustained care, cleanliness and preservation.			
12.	The school environment is free of graffiti.			
13.	The school ensures timely maintenance of school buildings and other infrastructure to provide safe environment.			
14.	The students are clean and tidy.			
	<b>Total/14</b>			

### III. Psycho-Social Ambience

Sl. no	Indicators	Current rating	Target rating	Review rating
1.	The school has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation, and harassment).			
2.	The Principal and staff talk with learners outside the class and school.			
3.	The school promotes mind training and mindfulness practices as a normal part of school life.			
4.	The school practices a variety of positive disciplining techniques.			
5.	The school conducts counseling programmes and services with protocols for referrals.			
6.	The school provides education on life skill & GNH values and principles to students.			
7.	The school practices inclusiveness for students with special needs.			
8.	Each student has a proper health record maintained by the class teacher/warden/matron/PE teacher.			
	<b>Total/8</b>			

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Three most important aspects of Green School that the school is proud of. (Provide several examples of how the school is currently performing and manifesting the values and principles of GNH):

- 1.
- 2.
- 3.

### IV. Classroom Management Practices

Sl.no	Indicators	Current rating	Target rating	Review rating
1.	Teachers have the full understanding of the syllabus of their teaching subjects.			
2.	Principals spend sufficient time in instructional leadership.			
3.	Teachers receive sufficient and quality coaching from principal/ subject coaches/HoDs.			
4.	Every teacher has daily lesson plans for all teaching subjects.			
5.	Teachers do a constant check of student learning & progress within classroom and actively take steps for improvement of weaker students.			
6.	Every teacher receives a minimum of 80 hrs of professional development per year through trainings including school-based trainings.			
7.	Teachers have quality Teaching Learning Materials (TLM) (e.g. workbook, teachers' manual, flash cards, models) and use appropriately.			
8.	Teachers use ICT for day to day work and teaching purposes.			
9.	Teachers inculcate in students the value of time through punctuality and effective use of the available instructional time in class.			
10.	Relevant teaching/ learning materials (aids) prepared by both teachers and learners are neatly displayed in the classrooms.			
11.	The text books, syllabi, stationery items and other required learning materials are available with the students.			
12.	Teachers inspire positive learning attitudes and behaviors in the learners by modeling good examples.			
13.	Teachers translate the knowledge of their subjects into effective classroom teaching by relating to GNH values and principles without compromising on the quality of the content.			
14.	Teachers relate the lessons to the prior knowledge and experiences of learners for desired results.			
15.	Teachers pace their teaching to the different abilities and challenge their learners with relevant additional work.			
16.	Teachers use a variety of interactive teaching strategies (role play, dramatisation, group works, classroom debates, question-answer techniques, field trips, project works, etc) appropriate to each subject.			
17.	Teachers use inclusive practices for the learning of the students with special needs.			
18.	Teachers keep themselves up to date with the current developments in their own field and use them in their teaching.			
19.	Reading programmes are actively carried out.			
	<b>Total/19</b>			

Three most important aspects of curriculum delivery that the school is proud of. (Provide several examples of how the school is currently performing and manifesting the values and principles of GNH)

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- 1.
- 2.
- 3.

### V. Academic assessment practices

Sl. no	Indicators	Current rating	Target rating	Review rating
1.	Appropriate class-works are assigned, monitored and checked using appropriate criteria and constructive feedback.			
2.	Home works are assigned in line with the school homework policy and with clear and appropriate instructions.			
3.	Student assessments (formative and summative) are conducted effectively and subsequent feedback provided to students and their parents.			
4.	Teachers maintain assessment records of learners.			
5.	Clear guidelines exist for assessment methodology (question paper setting and marking schemes) for consistency within each standard.			
6.	The school has relevant remedial programmes especially for the students lagging behind ( $\leq 40\%$ academic score).			
7.	Questions are set as per the test specifications.			
8.	Question banks are maintained.			
9.	Tests and examinations objectively assess students learning.			
10.	Integrity of student assessments is maintained in all respects.			
11.	Promotion is fair and based on reliable and valid assessment.			
12.	Teachers and students know why they are assessing or being assessed.			
	<b>Total/12</b>			

Three most important aspects of Assessment that the school is proud. (Provide several examples of how the school is currently performing and manifesting the values and principles of GNH)

- 1.
- 2.
- 3.

### VI. Co-curricular and extra-curricular activities

Sl. no	Indicators	Current rating	Target rating	Review rating
1.	The school policy document contains well defined policies on co-curricular activities.			
2.	The school ensures that every child participates in co-curricular activities.			
3.	The school provides access to quality playgrounds and sports facilities for the students.			
4.	The school helps promote cultural and spiritual dimension through project work, research and other events/functions.			
5.	The school has a variety of clubs that meaningfully engage all students to promote their wholesome development.			
6.	Scouting program effectively delivers life skills and citizenship building education ( <i>Self disciplining, character building, integrity, spirit of service.....</i> ).			
7.	The advancement scheme in scouting for both the scouts and			

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	scout masters is followed as per the scouting guidelines.			
8.	The students have broader knowledge and skills on health and physical education.			
9.	The school takes initiatives to promote local and traditional games and sports.			
10.	Students are aware of their skills and aptitude and various career options.			
11.	Students are equipped with information on higher studies and training.			
12.	The school has designated place for career education and counseling.			
13.	The school promotes aesthetic sensibilities of children through various artistic and cultural expressions.			
14.	All the school activities promote civic sense, trust, tolerance, harmony, friendship.			
	<b>Total/14</b>			

Three most important aspects of Co-curricular activities that the school is proud of. (Provide several examples of how the school is currently performing and manifesting the values and principles of GNH):

- 1.
- 2.
- 3.

### VII. School-Community relationship

Sl. no	Indicator	Current rating	Target rating	Review rating
1.	The school surveys and ensures full enrollment of children in the catchment area.			
2.	The school builds awareness on health and environment issues in the community.			
3.	Students participate in community development activities.			
4.	The school carries out viable and relevant projects in partnership with community.			
5.	The school has a functioning parents' support group to take a lead role in the parenting education programmes.			
6.	The school promotes alcohol free and drug free life style in partnership with the community.			
7.	The school supports life skills related activities for out of school youth in their community.			
8.	Parents' contributions are acknowledged in school newsletters, magazines and during Parents Teachers Meeting.			
	<b>Total/8</b>			

Three aspects of School-Community Relationship that we are most proud of. (Provide several examples of how the school is currently performing and manifesting the values and principles of GNH):

- 1.
- 2.
- 3.

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### SSa summary score sheet

Key areas		Current Rating	Target rating	Review Rating
<b>I. Leadership and management practices</b>				
Green school	<b>II. Physical ambience</b>			
	<b>II. Psycho-social ambience</b>			
<b>I Classroom management practices</b>				
<b>4. Academic assessment practices</b>				
<b>5.Co-curricular and extra-curricular activities</b>				
<b>6. School-Community relationship</b>				

### **School Improvement Plan (SIP): A guide to SIP exercise.**

1. For each parameter, use the current year's rating(last year's annual review rating) to set the target rating. It is important to discuss what improvements the school wants to make in the current year to justify the target rating. Advised to give 4 as target rating for all parameters to compel and challenge the school.
2. The "Actions to achieve the target" column in the SIP must follow S.M.A.R.T rule. For each of the actions, put a end date timeline for completion of the action in the "Timeline" column and responsibility in "Remarks" column.
3. Add additional any of the parameters from SSa which is not prescribed in SIP, and which the school might like to monitor and improve upon for next year.
4. The target rating should only be a whole number and no decimals.
5. Please ensure that there is appropriate involvement of teachers, student leaders and SMB members in the SIP exercise.

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### School Improvement Plan(SIP) form:

Key Areas	Performance Parameters	Current Rating	Target rating	Review Rating	Actions to achieve the target	Time (End date)	Remarks
Leadership and management practices	The school has a written management policy which is understood and shared by all – Principal, teachers, learners and the community.						
	The school has a regular schedule for in-school teacher meeting, including class, subject, management and committee meetings						
	The school has professional development plan and program in place.						
	The school has adopted a quality disaster management plan.						
	Student leaders are set up with clear roles and responsibilities and are effective in driving student development affairs.						
	The school involves parents in school activities and student development programmes.						
	<b>Summary Score = Divide the sub total by the number of parameters</b>						

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Green School – Physical and psychosocial ambience	The school has adequate and clean toilets separately for girls and boys (including staff).						
	The school has safe and sufficient drinking water with functioning taps.						
	The school is litter free with proper waste management practices.						
	The school has well maintained flower gardens, hedges and plants in all relevant places.						
	The school encourages healthy food habits e.g. nutrition guide displayed on the walls, avoid food waste, junk food.						
	The school has safe, caring and supportive environment (e.g. absence of abuses, bullies, corporal punishment, humiliation, and harassment).						
	The school promotes mind training and mindfulness practices as a normal part of school life.						
	The school practices a variety of positive disciplining techniques.						
	The school provides education on life skills & GNH values and principles to the students.						
	Each student has a proper health record maintained by the class teacher/warden/matron/PE teacher.						
	<b>Summary Score = Divide the sub total by the number of parameters</b>						

## School Self-assessment(SSa) and School Improvement Plan (SIP)

Classroom Management practices	Principal spends sufficient time in instructional leadership.						
	Teachers have quality Teaching Learning Materials (TLM) (e.g., workbook, teachers' manual, flash cards, models) and use it appropriately.						
	Every teacher has daily lesson plans for all teaching subjects.						
	Teachers do a constant check of student learning & progress within classroom and actively take steps for improvement of weaker students.						
	Every teacher receives 80 hrs of professional development per year through trainings including school-based trainings.						
	Teachers receive sufficient and quality coaching from principal/subject coaches.						
	Teachers use ICT for day to day work and teaching purposes.						
	Teachers use a variety of interactive teaching strategies (role play, dramatisation, group works, classroom debates, question-answer techniques, field trips, project works, etc) appropriate to each subject.						
	<b>Summary Score = Divide the sub total by the number of parameters</b>						

## School Self-assessment(SSa) and School Improvement Plan (SIP)

Academic assessment practices	Student assessment (formative and summative) is conducted effectively and subsequent feedback provided to students and their parents.						
	Clear guidelines exist for assessment methodology (question paper setting and marking schemes) for consistency within each standard.						
	The school has relevant remedial programmes especially for the students lagging behind (<45% academic score).						
	The Integrity of student assessments is maintained in all respects.						
	<b>Summary Score = Divide the sub total by the number of parameters</b>						
Co-curricular and extra-curricular activities	The school ensures that every child participates in co-curricular activities.						
	The school provides access to quality playgrounds and sports facilities for the students.						
	The school helps promote cultural and spiritual dimension through project work, research and other events/functions.						
	<b>Summary Score = Divide the sub total by the number of parameters</b>						
School-Community relationship	The school builds awareness on health and environment issues in the community.						
	Students participate in community development activities.						

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	<b>Summary Score = Divide the sub total by the number of parameters</b>						
<b>Other input</b>	<b>Student to teacher ratio</b>						
	<b>Average attendance of teachers</b>						
	<b>Average attendance of students</b>						
	<b>% of sections/classes with students less than equal to 32</b>						

Mention below some critical support that the school needs from relevant agencies to achieve the above targets that they can't get from within:

- 1.
- 2.
- 3.

Signatures of stakeholders:

1. Assistant Principal

2. Vice Principal(Student Affairs)

3. Vice Principal(Academics)

4. Principal

5. Chairman, SMB