

THE AKANKSHA FOUNDATION

Quarter 3 Report AY 24- 25

Savitribai Phule English Medium School
[SBP-Moshi]





OUR MISSION

To build a network of high-performing and innovative schools to empower children/young adults from underserved communities to maximize their potential and to influence the ecosystem.

OUR VISION

One day all children will be equipped with the knowledge, skills and values they need to lead empowered lives.

ORGANISATIONAL GOALS

Program Priorities – 24-25

We're chasing student outcomes in the form of “academic excellence” + “life skills”



SCHOOL HISTORY

Savitribai Phule English Medium School celebrates a decade of dedication to education and community building. Over the past ten years, the school has grown from a small school into a vibrant and dynamic community.

SBP - Moshi serves students from grades 1 through 8, with grades 7 and 8 having two classes each, while the other grades have one class each. Although the school faced a delay in new admissions this year due to issues with the Right to Education (RTE) process.



COMMUNITY OVERVIEW

The students primarily come from the Moshi and Shivajiwadi communities, where most parents are daily wage workers or small business owners. Despite their challenges, the community is deeply committed to their children's education. This year, the school team is intensifying their efforts to involve parents more actively in their children's education and overall well-being through regular parent meetings and PTMs. By strengthening the partnerships with parents and leveraging the support of the **School Management Committee** (SMC), the school aims to foster a more engaged and supportive learning environment. The active participation of parents and the SMC is vital in addressing the needs of our students and enriching their learning experiences.



SCHOOL DEMOGRAPHICS

Total Students	389
Girls	186
Boys	203
Grades	Grades 1 to 8



SCHOOL LEADER's NOTE

“The first half of the year was filled with valuable learnings and innovative approaches to overcoming challenges! A key milestone was the creation of our school logo, which added a unique identity to our community. Post-Diwali, the school was alive with joy, celebrating numerous festivals and events. As we step into the second half of the year, our focus remains on sustaining academic excellence while fostering the holistic development of our students. Reflecting on the progress so far, I am incredibly proud of our achievements, particularly the actionable insights gained from the MOY data and the resounding success of our Annual Day celebrations. Moving forward, we aim to implement targeted interventions based on MOY analysis to ensure every student realizes their potential.

Additionally, we have an exciting lineup of initiatives, including competitions, community engagement projects, and more, all designed to enrich the learning experience and reinforce our school's culture of collaboration and growth.”

- Merlin Elias



SCHOOL LEADERSHIP TEAM

The SBP Moshi core leadership team currently includes the school leader, assistant school leader, and two teacher leaders.

The School leader is responsible for overseeing the school operations, supporting the social worker and administrators with government relations, logistics, and overall school management.

The assistant school leaders and teacher leaders are responsible for supporting the school leaders.

The total number of teachers and the supporting staff in the school are as follows:

Returning Teachers	New Teachers	Supporting Staff	Helper Didis	Leadership Team	Total
17	2	4	6	4	33

SCHOOL GOALS for AY 24-25

- **Academic Achievement Goals:**

The students are expected to demonstrate significant improvements by the end of the year (EOY). For Grades K-2, there will be an average increase of 5% in Math, English, Hindi, and Marathi. In Grades 3-8, students will show an average increase of 10% in English, 15% in Math, and 5% in Hindi and Marathi, with an additional 8% reduction in the bottom quartile across all grades. These improvements will be facilitated through opportunities to inquire, collaborate, and reflect. For Grade 8, 100% of students will be upskilled in exam writing skills by the EOY.

Additionally, 100% of the classrooms will incorporate **Think-Pair-Share (TPS)** activities where students actively share and listen to one another. Furthermore, 70% of the classrooms will implement rigorous TPS sessions, ensuring deeper engagement. Moreover, 80% of the classrooms will include group work during **Guided Practice (GP)** sessions, with clear instructions and expectations set for students.

- **Excellent Educators Goals:**

The focus on creating excellent educators aims to ensure that every teacher can drive student learning by consistently using effective classroom management strategies and routines, as well as analyzing data efficiently. By the end of the year, 95% of lesson plans will include the Think-Pair-Share (TPS) structure and well-drafted **Check for Understanding (CFU)** questions.

Additionally, 70% of teachers will observe at least one of their peers' classes each week, fostering a culture of collaboration and continuous improvement.

Half of the classes will feature student-led segments and incorporate student feedback to encourage active participation and ownership of learning.

SCHOOL GOALS for AY 24-25

All teachers will fully leverage professional development opportunities, including Practice Weeks, Cluster Meetings, Gradeband Meetings, and Central PDs, to work on their identified goal areas. Furthermore, 100% of SST teachers will adopt the 5E method of lesson planning to enhance lesson delivery.

Finally, 80% of classrooms will demonstrate clarity of directions, effective use of CFU, and purposeful circulation to maximize engagement and learning outcomes.

- **Student Voice & Well being Goals:**

SBP Moshi is committed to ensuring a safe and supportive learning environment for all students through targeted initiatives. A Response Management Committee will be established to track and address behavior breakdowns throughout the academic year. By October 2024, all teachers will have completed at least five hours of behavior management training, and by January 15, 2025, they will implement at least three new strategies learned during the training in their classrooms. A robust support system will be set up to provide ongoing assistance, with monthly check-ins conducted through April 2025. The effectiveness of these strategies will be evaluated during the two SDRs in the academic year, with the goal of reducing behavior incidents by 40% (from July 2024 levels) and ensuring 90% of teachers report increased confidence in managing behavior breakdowns through an EOY survey.

In addition, two Personal Safety Education (PSE) revision sessions will be conducted by the counselor for Grades 3-8, and PSE sessions will be introduced for Grades 1-2 starting in July as part of student empowerment. PSE rules will be reinforced in classroom teacher (CT) spaces and through informal conversations with mentor teachers, ensuring that students can confidently state the three safety rules when asked. The impact of these efforts will be reflected in the student safety survey, with an expected overall rating exceeding 92%.

SCHOOL GOALS for AY 24-25

Furthermore, all students will be able to verbally articulate the norms established in the classroom culture rollout, and 100% will practice the four norms consistently. All students will also follow break-time routines, assembly routines, first-five-minute routines, and entry-exit routines throughout the academic year. These practices will help foster a culture of safety, structure, and mutual respect within the school.

- **Parent & Community Engagement and Development Goals:**

The school will have an aware and **active parent community and SMC participating** in students' academic and well-being. By the end of the academic year, 70% of parents will actively support their children in maintaining daily routines and providing the necessary academic resources. The school aims to achieve an average student attendance of 95% and increase parent meeting attendance by 25%.

In terms of health and well-being, there will be a targeted 10% reduction in the number of students classified as severely underweight, with 100% of tiffins being tracked to ensure proper nutrition. Additionally, 100% of mothers and 50% of fathers will support their daughters during menstruation by attending awareness sessions. Half of the fathers will also develop the skills needed to handle disclosures and provide their children with the necessary support.

To foster positive behavior management practices, 60% of parents will adopt restorative practices to address behavior breakdowns at home. On the community engagement front, 90% of **School Management Committee (SMC)** members will attend all meetings, and 100% will actively participate in at least 80% of home visits conducted alongside teachers and the leadership team. These collaborative efforts will strengthen the partnership between the school, parents, and the community, creating a supportive and enriching environment for students.

Q3 UPDATES



ACADEMIC ACHIEVEMENT ACTIVITIES

- **Learning Exhibition:** Our students showcased their learning through an exhibition themed "**School of My Dreams**" and "**India of My Dreams.**" It was a thrilling experience for the students to share their ideas and dreams with various guests and parents.
- **Inquiry-Based Learning:** In alignment with our school value of Inquiry, our classes are inquiry-based, and the 5E lesson method is used for certain subjects.
- **Tech Integration:** The active usage of tablets, TVs for in-class learning, and after-school learning—using tablets, students creating presentations, leveraging technology for exhibitions and Annual Day, and using Wordwall—has been the highlight of tech integration in the past unit.
- **In-Class Library:** Every classroom has a bucket of books to be used by students, setting a culture of reading within the school. Every class also has a library slot to provide a dedicated reading space.
- **Learning by Doing:** Our students learn by making real-life connections to the topics they engage with in the classroom. Several activities conducted in class and as homework give them the opportunity to view learning from different perspectives.



Update on MoY Assessments

- The purpose of **Middle of the Year (MoY) Assessments** is to check the progress of students' achievements. The Mid-Year data provided a thorough evaluation of students' academic performance, progress, and areas that needed additional support. The overall average scores as shown in the following image.

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	.	Math	English	Hindi	Marathi
SBP-MO	61%	62%	70%	67%	58%	50%	59%	57%	SBP-MO	51%	57%	70%	64%

- The **data analysis** highlights key trends and insights regarding student performance across subjects. Students have shown a strong grasp of basic **numeric operations**, a focus that was emphasized through revision and intervention. They performed well in questions that progressed from previously learned topics, demonstrating mastery in areas where there was continuous reinforcement. Additionally, **intervention and extra classes for English and math played a crucial role** in helping students reach their grade-level expectations. **In language subjects, students excelled in Hindi and Marathi, with high levels** of mastery observed across all grades. The consistency of instruction, particularly in these languages, significantly contributed to their success. In terms of student strengths, the data revealed that students were performing well in listening comprehension across languages.

Update on MoY Assessments (Contd.)

- However, students faced several **challenges** in subjects like math and science. Word problems and difficulties in data interpretation posed significant obstacles, alongside the sudden increase in rigor of the syllabus after grade 5. The lack of practice and struggles with critical thinking and application-based questions further contributed to difficulties. Teachers also faced challenges in completing the syllabus before exams, insufficient practice time for various types of problems, and students often arriving unprepared for exams. Language barriers, particularly in word problems, and difficulties in applying formulas were additional hurdles.
- To **overcome** these challenges, the school implemented several strategies. For math and science, writing practice was increased through workbooks and worksheets. Consistent homework assignments and individualized feedback helped ensure students stayed on track. Teachers also focused on scaffolding worksheets to allow for more practice time, and quizzes and Google Forms were used for revision and formative assessments. Math classes concentrated on basic operations, and listening to student struggles helped design homework and worksheets targeting those specific areas. Referring to previous years' question papers also played a key role in preparing students for the types of questions they would face in assessments.



Update on MoY Assessments (Contd.)

Teacher challenges were significant, especially in language subjects like Hindi and Marathi, where the number of grades managed by a single teacher was excessive. The time allotted for rigorous practice in Hindi and Marathi was insufficient, and the workload for teachers was compounded by having to grade large numbers of papers in tight timelines. Teachers also faced challenges in coordinating across campuses, with limited opportunities to meet and collaborate with colleagues.

To **address these challenges, several strategies were implemented.** Weekly writing practice with varied strategies, such as mind maps and copywriting, helped increase writing proficiency. Rubrics and prompts were used in class to guide students in writing, and pre-exam portion papers helped prepare them. Regular reading aloud sessions in lower and higher grades were instrumental in building vocabulary and improving pronunciation. Teachers also used questioning techniques to make students more vocal, encouraging them to connect their learning with real-life experiences. Consistent use of the respective language in class helped build students' vocabulary. Homework assignments on Google Classroom and pre-class work further supported student learning.



YOUTH DEVELOPMENT ACTIVITIES

- All grades have a weekly **Socio Emotional and Ethical Learning (SEE) and Circle Time (CT)** slot. These are facilitated by the class teacher and the mentor teacher, respectively. A progression is created for the entire year, and teachers use it to make plans.
- Grades 5-8 have **empowerment slots**, which are conducted by the counselor. These classes are held once a month for all grades.
- Dedicated sessions on **cyber safety** are conducted for students to promote awareness.
- **Student Council PDs** on leadership and conflict management are conducted on Saturdays.
- **The Response Management Committee (RMS)** model has been followed since the beginning of SBP Moshi.
- In this term, all teachers and the counselor collaborated to revisit the CT progression. The counselor conducted a session with teachers on 'How to use the progression for effective planning.'
- The counselor conducted a session on 'Teaching vs. Facilitation' for a few teachers who facilitate CT and SEE.



INTEGRATION OF TECHNOLOGY

- In the school, there is a **DLI Master Teacher** who oversees technology management. This includes taking care of tabs, iPads, chargers, and all digital tools used by students. Additionally, we have a **Tech Committee** where teachers in the committee are responsible for integrating technology into the school's teaching and learning practices.
- **Usage of Technology for the Students:**
 - To promote tech literacy, a few students from each class are selected as DLI Student Leaders. These students are trained in managing tabs and iPads, including their distribution, collection, and charging.
 - Through monthly sessions, students have been trained in the following skills:
 - Starting and shutting down tabs and iPads properly.
 - Connecting tabs to the internet.
 - Logging into their accounts.
 - Adding images or videos to documents.
 - Navigating and using Google Classroom.
 - Working with Google Suite applications.
 - Using quizzes to enhance learning.
 - Connecting a teacher's laptop to a smart TV.
 - Sharing screens via laptops or phones effectively.
- **Usage of Technology by the Teachers:**
 - Monthly tech sessions are conducted for teachers on various topics to enhance their technological skills. Topics covered so far include:



INTEGRATION OF TECHNOLOGY (Contd.)

- Effectively using Google Suite for teaching and administration.
- Utilizing iPads in classroom instruction.
- Assigning and sharing homework through Google Classroom.
- Employing the Geogebra app for math lessons.
- Creating and using Google Forms.
- Designing quizzes to evaluate students' mastery of specific concepts.

These initiatives ensure both teachers and students are proficient in using technology to enhance learning and streamline classroom processes.



PARENT COMMUNITY AND ENGAGEMENT DEVELOPMENT ACTIVITIES

- A total of three parent meetings were conducted, six SMC meetings were held, and fifty-seven community visits were carried out to strengthen the school-community connection and support student well-being.
- **Awareness Sessions for Parents** focused on key topics such as child safety, online fraud prevention, and parental responsibilities in unsafe situations. Sachin Sir, from the **Hope for Children Foundation**, led a session that educated parents on their critical role in ensuring child safety, while also explaining the **POCSO and JJ Acts**. In addition, a meeting was held to raise **awareness** about the **risks of online fraud** and to highlight the important role parents play in safeguarding their children from such threats. During the **annual gathering**, a drama presentation was performed to further emphasize parents' responsibilities when they become aware that their children might be in unsafe situations.
- The **School Management Committee (SMC)** has been actively involved in various initiatives to improve school operations and engage with the community. SMC members visited the mid-day meal kitchen, where they conducted a thorough inspection of the raw materials, checked the expiry dates on spices, ensured the cleanliness of the kitchen, and verified that proper food preparation protocols were being followed. Additionally, professional development sessions focused on teamwork and communication skills were organized for SMC members. A session was also held to provide information regarding the funds received through the **Samagra Shikshan Abhiyan**. As part of the **annual day celebrations**, SMC members performed a play to raise awareness about parents' responsibilities in ensuring the safety of their children.



PARENT COMMUNITY AND ENGAGEMENT DEVELOPMENT ACTIVITIES (Contd.)

- The school has implemented key **health and hygiene initiatives** to support the well-being of its students. A medical screening camp was organized to help identify potential health issues early, ensuring that students remain fit and focused on their education. Additionally, a menstrual hygiene awareness session was held for girls, emphasizing the importance of maintaining good hygiene during menstruation and encouraging them to seek support from friends, family, or the school whenever necessary.



CAPACITATING TEACHERS

Various Professional Development sessions were conducted for the teachers as mentioned below:

- **PD for Math and Science Teachers:**

A total of 14 PD sessions were conducted for Math and Science teachers, including 6 Central PDs and 8 Cluster PDs. These sessions were based on teachers' needs and observations from class visits and check-ins. The focus was on strengthening teachers' knowledge and planning skills, with particular emphasis on classroom management through lesson planning. This included effective questioning, student engagement, strengthening teacher radar, and scripting lesson plans for effective execution in class. Demonstrations were included in each PD to make sessions more reflective and impactful. Teachers were encouraged to collaborate and build teamwork while planning "learning by doing" activities to make classes more engaging and interactive.

- **PD for English Teachers:**

For English teachers, 5 School Cluster PDs and 2 Central PDs were conducted. Central PDs focused on understanding how to administer the RAZ assessment and use rubrics for scoring student writing, as well as implementing Reader's Theatre in English classes. School PDs included brainstorming on small group intervention practices and preparation for the Mid-Year (MOY) assessment, reflecting on Term 1 goals and areas for improvement, analyzing data dashboards to identify strengths and growth opportunities, creating grammar structures to enhance classroom practices, and revamping library structures for effective utilization.



CAPACITATING TEACHERS (Contd.)

- **PD for Hindi and Marathi Teachers:**

For Hindi and Marathi teachers, 1 Central PD and 5 School PDs were organized. The School PDs emphasized syllabus analysis and preparation for the MOY assessments, routine creation for the observation-debrief cycle (ODC), developing writing rubrics to enhance students' writing skills, preparing portion papers and subject-wise plans for End-of-Year (EOY) exams, and planning for Unit 4 objectives. The Central PD focused on effective questioning techniques to encourage creative and critical thinking, promoting deeper understanding through observation and description activities.

- **Whole School PD's:**

Three Whole School PDs were conducted to ensure alignment among staff regarding non-negotiables across stakeholder levels. These sessions focused on providing clarity of direction for specific instructional cycles, reiterating non-negotiables such as norm enforcement and purposeful circulation post-Diwali break, and effective questioning strategies to invoke deeper reflection and understanding in classrooms.



CAPACITATING TEACHERS (Contd.)

The Outcome of the PDs are as follows:

- **Math and Science Teachers:**

The quality of lesson plans created by Math and Science teachers has significantly improved, reflecting their focus on well-structured and effective instruction. Teachers have increasingly adopted a “learning by doing” approach by bringing relevant resources to classes, which has enhanced student engagement and participation in the red bucket, offering students experiential learning opportunities. They have also demonstrated remarkable dedication to researching activities, projects, and tasks to provide the best possible learning experiences for their students. Additionally, teachers are leveraging technology, such as Google Forms, Google Classroom, quizzes, and the Geogebra app, to make lessons more interactive and engaging for students. Through these efforts, teachers have developed essential skills such as collaboration, research, planning, time management, and ownership.

- **English Teachers:**

Structured Small Group Interventions - Teachers collaboratively created a comprehensive plan for small group practice sessions, ensuring targeted support for students based on their specific needs. This initiative has prepared them to implement effective interventions during the Mid-Year (MOY) cycle, fostering better learning outcomes.

Reflection and Goal Alignment - By reflecting on term 1 goals and progress, the cluster identified key achievements and areas for improvement. This exercise has provided clarity on strategies to strengthen instructional practices for term 2, enabling teachers to have a greater impact in their classrooms.



CAPACITATING TEACHERS (Contd.)

Data-Driven Action Planning - Teachers engaged in an in-depth review of the data dashboard, identifying strengths and successes while pinpointing areas for growth. They drafted actionable steps to address gaps and incorporated feedback from their English cluster mentor to refine their teaching strategies, ensuring progress toward competency goals.

Integrated Grammar Practices - The cluster collaboratively developed a grammar progression plan to embed structured grammar practices across grades. Incorporating tenses practice into "Do Now" activities for December has introduced consistency and intentionality in grammar instruction, benefiting students' language skills.

Library Structure Optimization - Teachers shared best practices for utilizing library slots, leading to a revamped plan for the library program starting January. These adjustments are expected to foster a stronger reading culture and ensure purposeful use of library time to enhance literacy skills.

- **Hindi-Marathi Teachers:**

The Hindi-Marathi cluster entered a foundational phase, establishing structured routines with support from subject Instructional Specialists (IS) and mentors. Teachers conducted an analysis of the remaining syllabus for MOY assessments, which helped them provide targeted support through additional practice, revisions, and timely syllabus completion. This approach resulted in excellent outcomes in the MOY results.

With the appointment of a Team Leader (TL) in October, the cluster began working more cohesively. Regular observations and debriefs through the Observation-Debrief Cycle (ODC) and weekly sharing sessions have fostered



CAPACITATING TEACHERS (Contd.)

consistent learning and growth within the cluster. Students improved their writing skills using rubrics and prompts during classes, which enabled better understanding of expectations and improved exam performance.

The use of portion papers has provided clarity for students, helping them focus on specific content for learning and practice. This strategy will continue with the End-of-Year (EOY) assessments as Unit 4 planning progresses. Teachers will implement feedback from central PDs, focusing on effective questioning techniques and using the same content to achieve multiple objectives. These efforts will begin in January and build upon the cluster's foundational work.



CELEBRATIONS & EVENTS

- **Art Achievements and Initiatives:**

Participation in Harmony 2024 - The school participated in the "**Magic with Colours**" competition at Harmony 2024, and two of our four students advanced to the **Nationals level**. This marks a proud achievement as our school qualified for the National Final level for the second consecutive year! The event took place on 29th November, 2024. The talented students representing our school were Shubhada Lokhande and Ummehani Shaikh.

Community Initiative: The Art Bag Experiment - During the Diwali break, a beautiful initiative called ***The Art Bag Experiment*** was carried out in the community. Some of our students taught art to their friends, spreading creativity and skill-building within the community. This initiative was part of an Akanksha network-level program led by Ruchika Gupta, for which our school was specially selected.

Our Art teacher went above and beyond, even during the holidays, to support our students, ensuring the initiative's success. Thanks to their efforts, our students were able to teach art to approximately 100 children from the community—a remarkable achievement that showcases the transformative power of art and collaboration.

- **Navratri**

Celebration:

During Navratri, teachers shared the story and significance of the festival with students. The celebrations included vibrant performances of Bhondla and Garba, held on the school ground, where students and teachers participated with enthusiasm, fostering cultural appreciation and togetherness.

CELEBRATIONS & EVENTS (Contd.)

- **Diwali**

Celebrations:

Students across all grades engaged in creating festive items such as lanterns, painted diyas, cardboard diyas, and wall hangings. They decorated the entire school with their beautiful creations, adding a festive charm. Additionally, a group of students, guided by the art teacher, designed a selfie booth, which became a highlight of the celebration.

- **Children's**

Day:

To make Children's Day memorable, various fun activities were organized, such as the lemon and spoon race, book balancing, costume designing using newspapers, and the sack race. These engaging activities brought joy to the students while promoting teamwork and creativity.

- **Annual**

Day:

The theme for this year's Annual Day was *Turn the Tide*, inspired by the *Be the Change* concept. Students presented impactful performances highlighting various transformations, including changes in parenting, the story of Chandrayaan, shifts in human emotions, environmental changes, the evolution of the education system, and the impact of the Right to Education (RTE) on child labor. Each act carried a meaningful message for parents and society, leaving a lasting impression on the audience.

- **Christmas**

Celebrations:

Christmas celebrations featured a heartwarming *Secret Santa* activity. Students picked chits with classmates' names and created handmade gifts to exchange, spreading joy and fostering a spirit of giving and creativity among peers.

PARTNERSHIPS & COLLABORATIONS

- **Teach for India:** The school is fortunate to have Teach For India Fellows teaching in Grades 6, 7, and 8, bringing fresh perspectives and innovative teaching methods to the school. These Fellows contribute by infusing creativity into their lessons and exposing our students to diverse external opportunities, enhancing their overall learning experience.
- **The Right Pitch (TRP):** The collaboration with The Right Pitch (TRP) has created an exciting opportunity for students passionate about **cricket**. TRP coaches are training students from Grades 5 to 8 to become professional cricket players as part of a structured three-year program. This partnership nurtures talent and instills discipline, teamwork, and sportsmanship among our budding cricketers.
- **Problem Solvers Fellowship:** To foster critical thinking and deeper problem-solving skills, we launched the Problem Solvers Fellowship, an after-school program conducted every Tuesday from 3:30–4:30 PM. Forty students are part of this initiative, guided by three dedicated teachers who receive weekly training for the program. This partnership aims to cultivate analytical thinking, creativity, and collaboration among our students, equipping them with skills to tackle complex challenges.

NEW INNOVATIONS

- **Red Band for Staff:** The school is piloting an innovative initiative to promote consistent use of the English language during conversations. Staff members wear a red band on their hands as a visual reminder to switch to English, reducing the need for verbal reiterations and creating an encouraging environment for language practice.
- **Teacher Committees:** This year, the school have introduced teacher committees to foster ownership and enthusiasm in planning and executing various activities. Each committee is led by a leadership team member and plays a crucial role in the school's operations.

The Examination Committee ensures the seamless execution of exams, including timetable creation, messaging, paper bundling, and other logistical tasks. The committee successfully managed the Unit and Mid-Year (MOY) exams, ensuring everything ran smoothly.

The Event and Sports Committee organizes various events and provides opportunities for everyone to demonstrate their leadership skills. The team successfully coordinated the Annual Day celebration and is now preparing for the upcoming Republic Day celebrations.

The Tech Committee oversees the efficient functioning and management of technology resources, such as tablets and TVs, across both campuses. Their efforts ensure that technology is seamlessly integrated into daily school operations.

HIGHLIGHTS OF THE SCHOOL

- **Sports Achievements:**

In October, the **Kho-Kho competition** for girls under 14 saw our students advancing to the quarterfinals.

Students from our school participated in the **Akanksha Kabaddi Tournament 2024**, where the boys secured the 2nd runner-up position, and the girls achieved 3rd place.

Hoshi Dhande brought immense pride to the school by **winning double gold medals for India** at the **FSKA World Karate Championship 2024** in Goa.

Additionally, Sakshi Gunjal from Grade 8 represented the school at the **State Level Carrom Competition**.

In November, the **Inter-Akanksha Futsal Tournament 2024-25**, planned by the Akanksha PE team, saw our Under-10 girls securing 3rd position, and Ibrahim from Grade 5 was awarded the **Player of the Match**.

In December, our girls under 14 triumphed in the **district-level Aatyapatya competition**, securing 1st place and qualifying for the zonal matches scheduled in Nashik.

HIGHLIGHTS OF THE SCHOOL (Contd.)

- **MoY Highlights:**

The mid-year assessment provided a comprehensive overview of students' academic performance, progress, and areas needing intervention. It highlighted commendable performance in the majority of subjects while helping teachers refine strategies to address learning gaps and align efforts with year-end goals.

- **Annual Day:**

The event, themed Turn the Tide, showcased students' talents through dance, music, drama, and speeches, reflecting creativity, teamwork, and cultural values. It provided opportunities for students to build confidence and leadership skills while strengthening the bond between the school and parents.

CASE STUDY -1

Ibrahim - Grade 5

Ibrahim, a grade 5 student, has been a part of the school community since kindergarten. He comes from a supportive family that values education and extracurricular activities, which has positively influenced his overall development. Over the years, Ibrahim has experienced fluctuations in his academic performance, yet he has consistently demonstrated resilience and determination. His ability to bounce back from challenges has often surprised and inspired his teachers and peers alike. This year proved to be a transformative one for Ibrahim as he discovered his passion for sports, particularly **futsal**. With renewed focus and enthusiasm, he dedicated himself to rigorous practice sessions, managing to balance his academic responsibilities and sports commitments with exceptional discipline. At the prestigious **Inter-Akanksha Football Tournament**, Ibrahim's hard work and passion culminated in an outstanding performance. His exceptional skills, strategic plays, and relentless energy were pivotal to his team's success on the field. Ibrahim's remarkable contributions earned him the title of "Man of the Match," a recognition celebrated by his teammates, coaches, and the entire school community.

Ibrahim's journey in futsal serves as a testament to the power of perseverance and passion. Through consistent effort, he has honed his skills, demonstrated leadership, and embodied true sportsmanship. His success has not only brought pride to his team and the school but has also positioned him as a role model for his peers. Ibrahim's achievement highlights the importance of nurturing diverse talents and serves as a reminder that success can be achieved in multiple ways, both within and beyond academics.

CASE STUDY - 2

Sakshi Gunjal - Grade 8

Sakshi Gunjal, a grade 8 student, is a bright and determined individual who has consistently excelled in both academics and extracurricular activities. Her drive and potential have always stood out, making her a valued member of the school community.

This year, Sakshi's passion for carrom reached new heights as she decided to pursue the sport competitively. With countless hours of dedicated practice, she sharpened her precision, strategic thinking, and focus, all while maintaining a strong commitment to her studies. Her relentless effort and determination earned her the chance to represent the school at the **state-level carrom competition**. Facing some of the finest players in the state, Sakshi showcased exceptional talent, composure, and sportsmanship. Her resilience and ability to perform under pressure were truly commendable.

Participating in the state-level competition marked a significant milestone in Sakshi's journey, highlighting her growth as a confident and skilled carrom player. Her achievement brought immense pride to the school and served as a source of inspiration for her peers. Sakshi's experience exemplifies how dedication, discipline, and focus can lead to meaningful accomplishments, both on and off the playing field.

SNAPSHOTS



Learning Exhibition

SNAPSHOTS



Students engaged in starfish grounding



A Circle time class outside of the classroom

SNAPSHOTS



Tech Session for the teachers



Student DLI members PDs

SNAPSHOTS



A session on Menstruation



Medical Camp

SNAPSHOTS



SMC Meeting



A session on Cyber Security

SNAPSHOTS



Kho-Kho Competition



**The Akanksha Kabaddi
Tournament 2024**

SNAPSHOTS



Hoshi Dhande Got double gold medal for India in FSKA WORLD KARATE CHAMPIONSHIP 2024 GOA National championship.



The Akanksha Futsal Tournament

SNAPSHOTS



Annual Day

THANK YOU!

