

ANNUAL REPORT



2023-2024 SCHOOL YEAR
Nazarbayev Intellectual school of
Chemistry and Biology
Ust-Kamenogorsk city



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1. STUDENT POPULATION

1.1. NETWORK AND STUDENT POPULATION

The contingent of students as of the beginning of the 2023-2024 school year was 677 students, including 658 grant holders, 9 students on a paid basis, 2 students studied on the form of externship in connection with the FLEX exchange programme. Taking into account the admission of students of the 7th grade with an additional grant, the dropouts of students for various reasons and the arrival of students in the form of externships, expulsion of students, at the end of the school year the contingent was - 732, of which 709 students - grant holders and 24 students on a fee basis.

Table 1.1 Dropout data for the last four years Figures and reasons

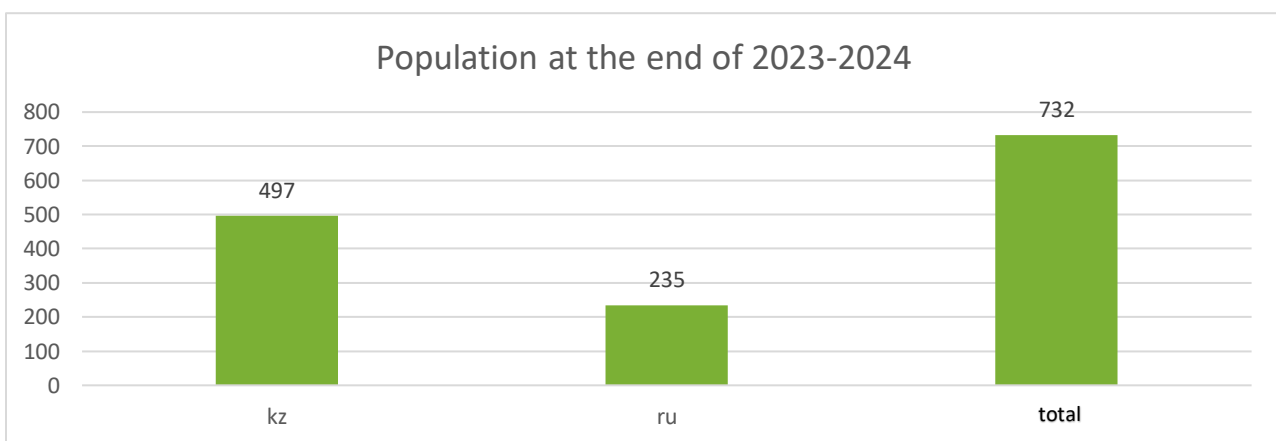
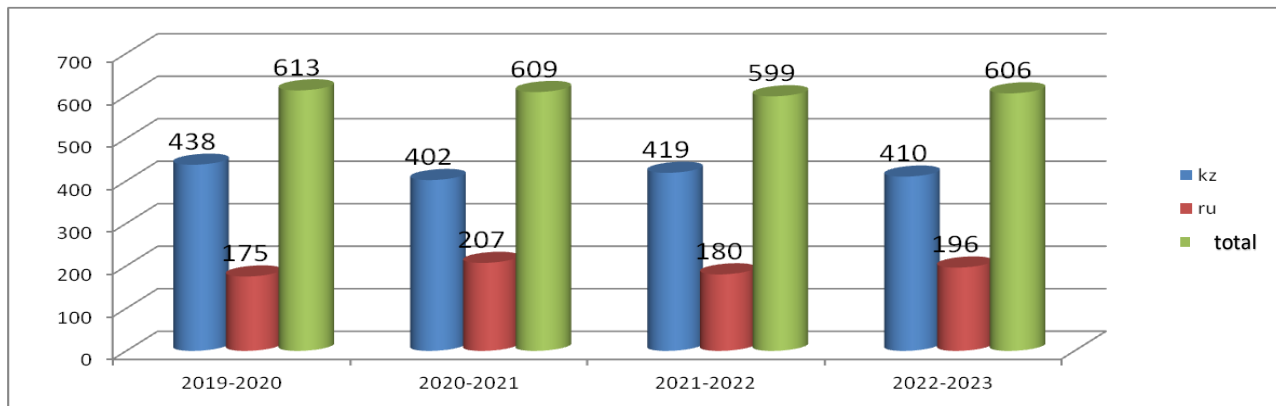
Reasons	2023-2024	2022-2023	2021-2022	2020-2021
Transfer to other NIS	2	1	5	8
Financial reasons	0	0	0	0
For health reasons	3	1	2	1
Refusal of the “Orken” grant	1	3	23	22
Expulsion	8	2	3	0
Other (moving)	10	0	5	7
General	24	6	38	38

The analysis of the contingent movement for the 2023-2024 academic year shows a significant increase in the dropout of students for various reasons, and most importantly, dropout due to academic failure.

Table 1.2 Student population at the end of the 2023-2024 school year

Grade	kz	ru	Total	“Orken” Educational Grant	Fee basis
Grade 7	123	64	187	178	9
Grade 8	75	49	124	118	6
Grade 9	91	26	117	111	7
Grade 10	69	42	111	110	1
Grade 11	79	35	114	113	1
Grade 12	60	19	79	79	0
Total	497	235	732	709	24

Table 1.3 Student population by grade level for the previous four years



Compared to the previous academic years, there is a sharp increase in the number of population due to the enrolment of additional grant in the 7th grade and students on a fee basis.

1.2. COMPETITIVE SELECTION OF STUDENTS

VIRTUAL SCHOOL FOR STUDENTS OF GENERAL EDUCATIONAL SCHOOLS TO PREPARE THEM TO ENTER THE INTELLECTUAL SCHOOL OF UST-KAMENOGORSK CITY.

In 2023-2024 academic year a virtual school for 6th grade students was organised to prepare them to enter the Intellectual School of Ust-Kamenogorsk city.

Registration and engagement of participants

A total of 171 students registered to participate in the virtual school. This year, active campaigning work was carried out to attract students:

- ✓ Flyers with instructions in two languages (Kazakh and Russian) have been prepared.
- ✓ A short video was filmed with the help of volunteers from our school and posted on the school's Instagram page.
- ✓ Campaign groups have been set up to distribute flyers to schools in the city and region.
- ✓ Video adverts about the virtual school were actively broadcast on social media.

Organisation of a vocational school

The vocational school was held from 3 to 5 January 2023. Students were selected on the basis of the results of mock tests in maths, science and languages. Fifteen students were invited to the vocational school, of whom 10 were in Kazakh as a medium of instruction classes and 5 were in Russian as a medium of instruction classes. All students attended lessons on a daily basis.

Preparing and conducting the lessons

Information about the dates and rules of the vocational school was sent to the e-mail addresses indicated during registration. The legal representatives of the students were explained the instructions on how to pass the vocational school individually.

The vocational school was held in the traditional offline format within the school. A timetable was created, considering all subjects. Materials for lessons were sent to teachers in advance. During breaks there was a tour around the school, active games in the gym, and the school canteen was functioning for meals. The learning process lasted from 9:00 to 14:30.

Summary and conclusion

Training in the vocational school was successful and in accordance with the planned work plan. All lessons were carried out according to the programme. At the end of the training there was a discussion with the teachers about the children's abilities. This year children from district schools actively participated, which was a peculiarity of this academic year.

Conclusion

Organisation and holding of vocational school allowed preparing students to enter Intellectual school of Ust-Kamenogorsk city. The training was successful and achieved its goals due to well-coordinated work of teachers and the active participation of students.

VOCATIONAL SCHOOL FOR 5TH GRADE STUDENTS OF SECONDARY SCHOOLS TO PREPARE THEM FOR ENTERING THE INTELLECTUAL SCHOOL OF UST-KAMENOGORSK.

From 3 to 7 June 2024 on the basis of Nazarbayev Intellectual School a vocational school for 5th grade students of secondary schools of the region was organised. The purpose of the event was to prepare students for admission to the Intellectual School of Ust-Kamenogorsk.

Registration and engagement of participants

The final test this year was taken by 4 students, but only one of them was able to pass the test successfully and get the opportunity to study. Despite this, the school administration decided to invite all participants of the final test to the vocational school. The children of the school staff, who met the age restrictions, were also invited. As a result, a group of 9 students was formed. All students attended lessons every day without missing any classes.

Organisation of a vocational school

Information on the terms and rules of the vocational school was sent to the e-mail addresses indicated during the registration for the virtual school. The instructions were explained individually to the legal representatives of the students on how to pass the vocational school.

The vocational school was held in the traditional offline format within the school. A timetable was created, considering all subjects. Materials for lessons were sent to teachers in advance. During breaks, there was a tour around the school, active games in the gym, and the school canteen was functioning for meals. The learning process lasted from 9:00 to 12:40.

Summary and Conclusion

Training in the vocational school was successful and in accordance with the planned work plan. All lessons were carried out according to the programme. At the end of the training, a discussion

was held with teachers about the children's abilities. Students and parents gave positive feedback on the quality of the teaching. At the end of the vocational school, a certificate was given to each participant.

Conclusion

The vocational school became an important stage of students' preparation for entering the Intellectual School of Ust-Kamenogorsk city. The training was successful due to well-coordinated work of teachers and the active participation of students. The knowledge and experience gained will help students in their further educational achievements.

ADMISSIONS COMMITTEE AND COMPETITIVE SELECTION OF STUDENTS

In accordance with the order of the Chairman of the Management Board of AEO "Nazarbayev Intellectual Schools" №324/OD from 21.09.2023 "About organisation of competitive selection of applicants for training in Nazarbayev Intellectual Schools", the Order on amendments №59-OD from 27.02.2024 and the plan of organisation of admission of documents and competitive selection, the school organised the work of the admission committee and approved the Action Plan for the organisation of work. According to the Order №378 OD from 12.12.2023 "About creation of the admission commission within the framework of competitive selection of applicants for training in NIS ChB Ust-Kamenogorsk" from 08 January 2023 till 10 February 2024 reception of documents of applicants was carried out. Organisation and holding of competitive selection on 28-29 March 2024 was carried out according to the Order №116/OD from 04.03.2024.

In order to attract more motivated and talented students to the competition, the staff of NIS Ust-Kamenogorsk conducted the following activities to campaign for students of secondary schools in the region:

- ✓ development and dissemination of informational material;
- ✓ signage in the form of a banner on the front wall of the school;
- ✓ active campaigning with the involvement of school students and in all media;
- ✓ creating a promotional video;
- ✓ 3 open days were organised;
- ✓ holding awareness-raising meetings with school students and their parents;
- ✓ organising awareness-raising meetings with employees of large enterprises of the city through the involvement of parents working there;
- ✓ organising a virtual school for students of grades 5 and 6;
- ✓ teachers and staff were distributed to regions and informed people in several schools in nearby villages;
- ✓ organisation of an on-site admission committee in Shemonaikha town, in Kurchum and in the rural reference school of Markakol village;
- ✓ recruitment of candidates for mock tests. There was a total of 401 candidates on the five days of mock testing.

Table 1.4 Information on the results of on-site meetings on competitive selection of students

Number of meetings	Number of participants from rural schools	Number of participants from city schools	TOTAL PARTICIPANTS
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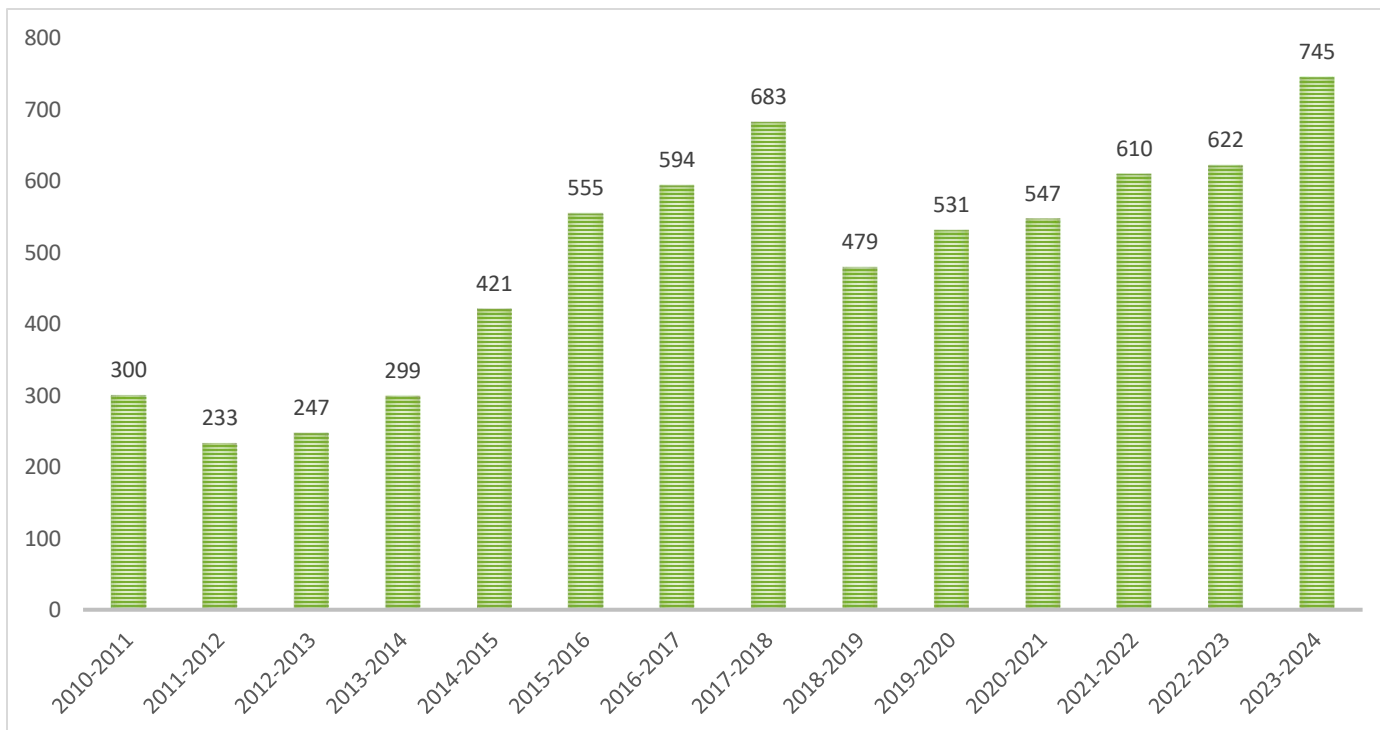
Total	On the basis of rural schools	On the basis of city schools	Total	students	Parents	Others (school staff, etc.)	Total	students	Parents	Others (school staff, etc.)	Total	students	Parents	Others (school staff, etc.)
	7	30	152	50	42	60	750	600	120	30	902	650	162	90

According to the results of the work done, 552 students with Kazakh language of education and 193 students with Russian language of education applied for participation in the competition, in total - 745. Thus, there is a slight increase in the number of applicants compared to the last academic year (Table), however, 13 applicants with Kazakh language of education and 2 applicants with Russian language of education did not participate in the competition for various reasons. These statistics show that it is necessary to strengthen informing parents about the activities and results of the school in order to increase motivation for enrolment.

Table 1.5 Information on the number of applicants who took part in the comprehensive test for studying in 7th grade

Total number of applicants			Absent on day 2 of testing			participated in 2 days of testing			absent in 2 days of testing		
Total	Including students with Kazakh language of education	including students with Russian language of edu.	Total	Including students with Kazakh language of education	including students with Russian language of edu.	Total	Including students with Kazakh language of education	including students with Russian language of edu.	Total	Including students with Kazakh language of education	including students with Russian language of edu.
745	552	193	0	0	0	730	539	191	15	13	2

If we compare the number of applicants for all years, there is a positive trend of school choice by applicants not only from the region, but also for the republic.



The statistics on applicants from the region are as follows:

Total applicants	From the city of Ust-Kamenogorsk	From the East Kazakhstan / region	From other regions
745	550	154	41

As for the conduct itself, the competitive selection was carried out in strict accordance with the instruction without violations and in compliance with all sanitary and epidemiological requirements.

According to the results of the competitive selection, based on the decision of the Republican Commission for awarding educational grants "Orken" 132 grants were awarded, including 103 - with Kazakh language of instruction and 49 - with Russian language of instruction. As a result, six groups with a maximum capacity of 16 students will be formed in Kazakh classes, and two classes of 28 students with the Russian language of instruction, considering students on a fee basis.

Thus, the minimum passing score in classes with the Kazakh language of instruction was 975, which is 81 points lower than last year's indicator - 975, in classes with the Russian language of instruction - the minimum passing score of the applicants was 895 points. In 2022 this indicator was 767, 131 points more than last year and close to the indicator of 2021 - 802 points. Corresponding changes occurred in the proportion of applicants who have scored threshold points and admitted to the competition for the award of the Grant is characterised by positive dynamics for students with both Kazakh and Russian language of instruction in the context of the last three years, which indicates a purposeful preparation of students to enter the intellectual

school. Changes in the rules of awarding the grant on a ranked list, without regard to the language of instruction equalised the quality of applicants.

Table 1.6 Analysis of the results of the competitive selection process

Years	Number of applicants for CS	Average score of enrolled students	
		in Kazakh	in Russian
2024	730	928	911
2023	622	1041	1021
2022	610	1109,4	927,8
2021	547	902,8	919,4
2020	531	1011	897

The maximum score of students - holders of educational grant "Orken" - 1367 points in the class with Kazakh language of instruction and 1215 points in the applicant with Russian language of instruction, which is slightly lower than last year's indicators. However, it should also be noted that a total of 8 grant holders, as in the previous year, refused to receive a grant, due to enrolment in Bilim-Innovation Lyceum, relocation and other reasons.

Admission of students	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
Number of applicants	730	622	610	547	531
Grant recipients	152	120	121	120	120
Average score out of 1500	922	1036	1018	911	954
Refusal of a grant	8	8	7	5	3

In summary, most of the identified priorities for the student population defined at the end of the 2022-2023 school year have been largely achieved and the following objectives have been set:

Integrate students' recruitment campaigns with work on dissemination of experience, Organise ongoing support for the preparation of applicants from the reference school, Organise open days every Saturday from November to February	Use the experience of involving school students in awareness-raising and campaign work. Support candidates in preparation for the competition through volunteer work of students and teachers. The effectiveness of work should be considered in summarising the results of the Shanyrak rating.
Organise immediate additional support for newly admitted students to increase motivation and prevent attrition	Organise a series of events to celebrate the award of the Orken Grant, explaining all the opportunities for grant holders, examples of the best graduates. Organise maths and language consultations to provide additional support to close gaps and prepare for mastery of the NIS-Programme.

The work on the development of a system for attracting candidates to the competitive selection process will continue in the next academic year.

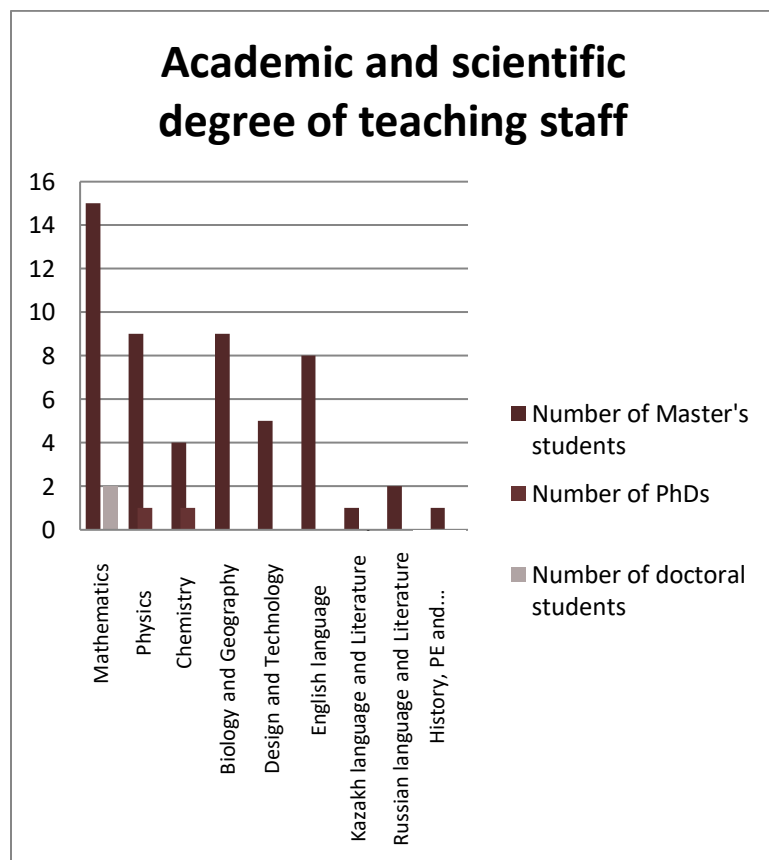
2. TEACHING STAFF

2.1. QUALITATIVE COMPOSITION OF TEACHING STAFF

In the academic year 2023-2024, 86 teachers, 10 curators, 12 members of the teaching and educational staff, 5 educators and 3 assistants carried out the educational process, including 2 vice principals, the head of the extended laboratory of engineering creativity and information technology, a vocational guidance counsellor and a methodologist. Four international teachers worked additionally at the high school. Preparation for Olympiads and projects was carried out by 6 part-time teachers. The teaching load of all teachers was within the existing norms from 16 to 20 hours.

Academic and scientific degree	2022	2023	2024
Phd and Ph.D. candidates	4 (+5 in training)	3 (+7 in training)	4 (+6 in training)
Master	54	63	63
TOTAL	58	66	67

Table 2.1. Academic and scientific degree of the teaching staff of the branch in 2022-2024.



There are 10 teachers on maternity/parental leave to care for a child under 3 years of age. 1 teacher is on academic leave and 1 teacher is on leave without pay. 3 teachers have reached the retirement age. Labour relations with one teacher continue due to good performance in the external summative assessment of their students.

The academic and scientific degrees of the teaching staff show growth dynamics, so in the next academic year 1 teacher is planning to defend a doctoral thesis.

In 2023-2024 academic year 5 abstracts were submitted for participation in the international conference WALIS 2024 based on the results of teacher research, 4 of them received an invitation and will participate in this event in autumn of this year in Astana. Also 6 abstracts were submitted to the international conference ECER 2024, from which 4 works received a high score and 1 work was selected for participation at the expense of AEO according to the results of the interview before the commission. These indicators for participation in international conferences were achieved for the first time by the pedagogical staff of the school. The geography teacher Baiburov N.A. got the first place in the Republican contest "The best author's programme". Biology teacher became a finalist of the regional stage of the international competition Science on Stage Kazakhstan 2023. 4 teachers (mathematics, physics and computer science) participated in the international Olympiad for teachers and coaches "Impact Olympiad", where the teacher of computer science won a bronze medal. 7 coaches to support teachers' professional development were successfully recertified.

Share of teachers who have the level of pedagogical excellence (%) taking into account certification

Levels of Pedagogical excellence	2024 г. as planned (%)	2024 г. actual (%)
NIS trainee teacher		7,7
NIS teacher		17,4
NIS teacher-moderator		36,8
NIS Expert Teacher	30,0	36,8
NIS teacher-researcher	1,0	1,0
NIS Master Teacher	0	0

Organisation of methodological support for teachers being certified: observation of lessons, writing reflective reports on lessons, portfolios, pre-defence was carried out by PDP trainers (7 teachers). The work on counselling the teachers being certified on writing reflective reports at the levels of "teacher moderator NIS and above" was carried out.

FOREIGN TEACHERS

In the current academic year, 4 foreign teachers worked in major subjects. Compared to the previous academic year, the number of foreign teachers was increased by 1 teacher of informatics. Thus, all 4 major subjects were covered by a native speaker. In addition to language courses for willing employees and participation in the Summer School, foreigners taught in 11-12th grades and prepared students for external summative assessment according to A-Level standard. A change in the composition of foreign teachers is planned for the next academic year.

2.2. MONITORING OF LANGUAGE COMPETENCES OF TEACHERS

During the school year, sessions were held on the basis of the school to pass the certified Aptis exam in order to determine the language competence of teachers in English language, as

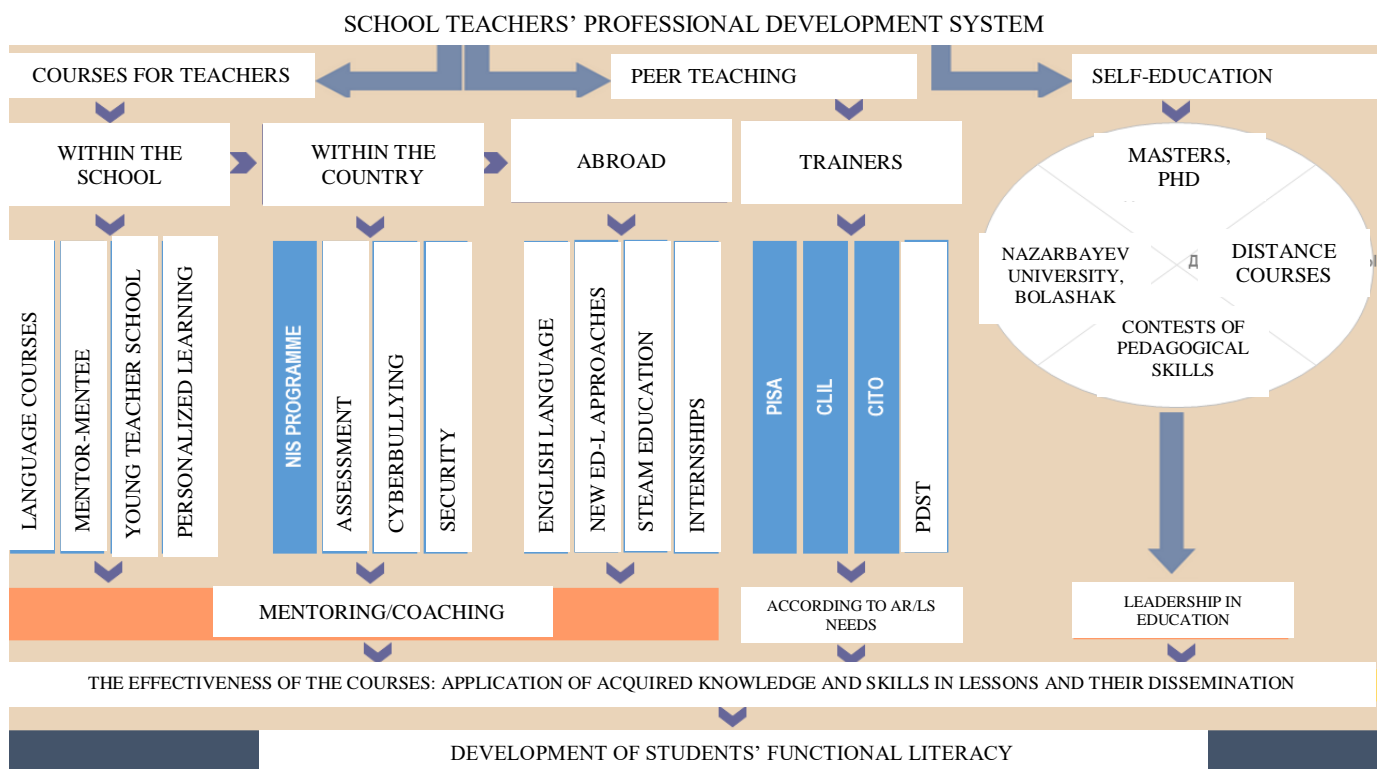
it is one of the main criteria at the stage of certification of teachers. The results of the Aptis exam are shown in the following table

English language level	Number of teachers
A1	4
A2	9
B1	10
B2	6

In addition, in connection with the expansion of the list of examinations for determining the language level, 1 teacher passed the Duolingo examination, and for determining the level of the Kazakh language, apart from the Kaz test, 4 teachers passed the QAZRESMI test and obtained the required level. In the next academic year it is planned to take the CPM test to determine the level of English and state language.

The share of teachers proficient in the state language at the B2 level and above is 52 per cent, The share of teachers of major subjects with English language of instruction proficient in English at the IELTS 6.0 (B2) level and above is 10.3 per cent.

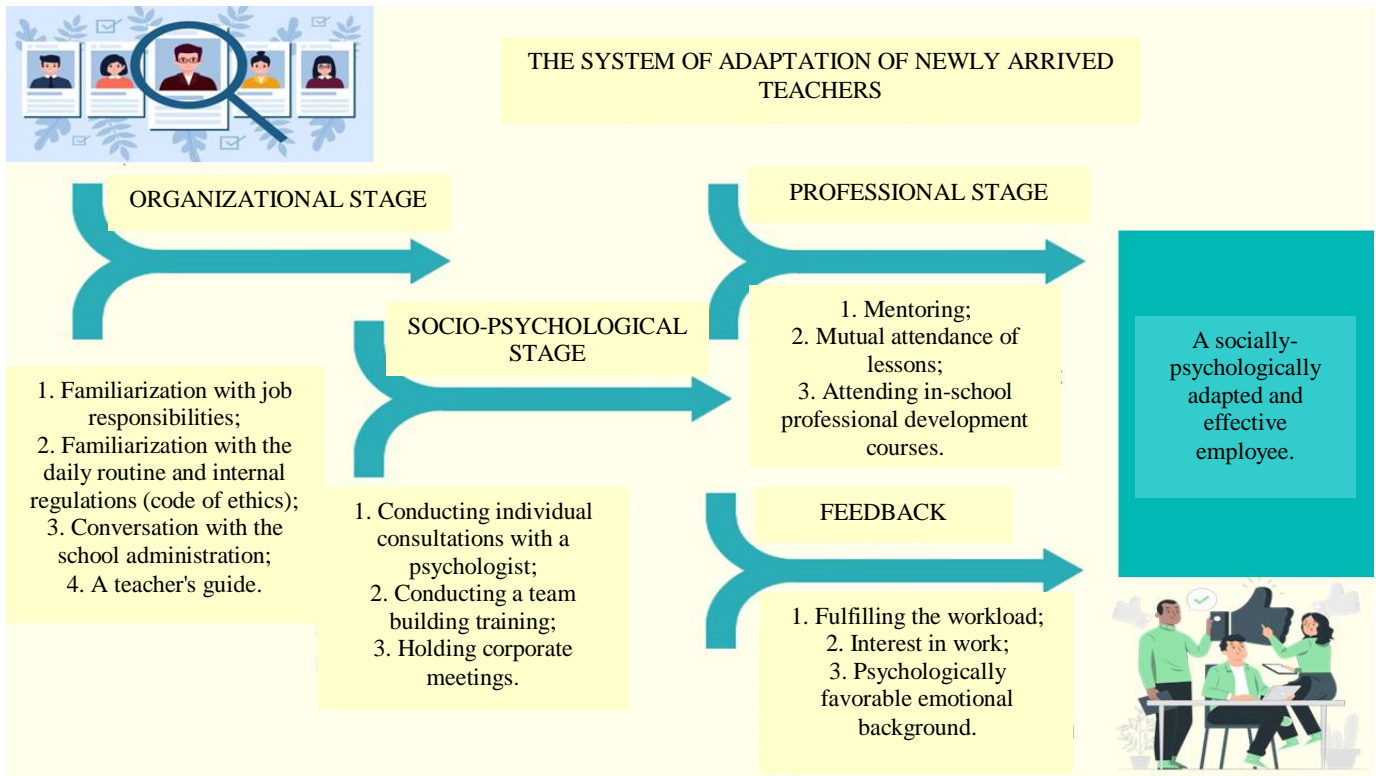
2.3. PROFESSIONAL DEVELOPMENT SYSTEM



The system of professional development within the school, within the country, abroad allows to study and implement modern practices in pedagogy to support the learning process. The school is guided by the Rules of professional development of pedagogical staff of AEO Nazarbayev Intellectual Schools.

Name of professional development courses and number of participants for the academic year 2023-2024:

No	Course names	Number of trainees
1.	Talent-oriented NIS Teacher Selection Process	2
2.	UNT Assessment system Improvement	2
3.	NIS school team: effective management and quality of education	7
4.	IMPACT Olympiad courses for teachers of maths, physics and computer science	4
5.	Effective learning and teaching from the CPE for young teachers	9
6.	The art of effective negotiation	2
7.	Steps to success from the CPE	2
8.	Managing the development of one's own practice	4



2.4. PROFESSIONAL ASSESSMENT OF TEACHING STAFF

In June 2023-2024 academic year the certification of teaching staff was held in accordance with the Rules of certification of teaching staff and persons equated to them in the branches of AEO "Nazarbayev Intellectual Schools".

Certification of teaching staff was held according to the following algorithm:

- ✓ based on the forecast, a list of certified pedagogical staff was compiled on the basis of teachers' applications;
- ✓ professional development goals for the academic year in accordance with the declared level of pedagogical skills were defined and approved at the school's methodological council;

- ✓ Trainers of PDST conducted training seminars on the format of certification, the school stage of assessment, and the requirements for reflective reports and presentations;
- ✓ the deputy head masters have drawn up schedules for observation of lessons of certified teachers by colleagues, heads of methodological departments, members of the methodological council, coordinators of criterion assessment and the school administration;
- ✓ school administration and coordinators observed lesson planning, teaching and assessment of students' achievements;
- ✓ meetings of the methodological associations and methodological council were held to adjust professional development goals;
- ✓ vice principals, heads of methodological departments and coordinators filled in school evaluation sheets for the first and second half of the year;
- ✓ Formative feedback to reflective reports of certified teachers was implemented by CPM;
- ✓ Meetings of the school and AEO attestation commission were held.

In 2023-2024 academic year 34 applications from teachers were accepted, from this list 3 teachers (Abylkanova B.S., Bekbayeva A.Ye., Taishyman A.Zh.) according to the Rules of certification, on the basis of the submitted application, the presence of a master's degree and IELTS certificate were certified from the level of "NIS trainee teacher" to the level of "NIS teacher" in August 2023.

Out of 29 subject teachers, 25 teachers confirmed the declared level, which makes 86.2%, of which the level of pedagogical skills "NIS teacher" and "NIS moderator teacher" confirmed - 100%, the level of pedagogical skills "NIS expert teacher" confirmed - 76.4%. The percentage of those who achieved a passing score on the reflection reports was 55.5% for moderator teachers and 78.5% for experts.

3 teachers (teacher of additional education, teacher-psychologist, methodologist) confirmed the first level, and two (dormitory teacher, teacher-organiser-curator) received the basic level, thus 100% successfully passed the certification.

2.5. TEACHERS' ACHIEVEMENTS

According to the results of the 2023-2024 academic year, teachers of Nazarbayev Intellectual School of city Ust-Kamenogorsk were honoured with the following awards:

Name of teacher	Name
Baiburov Nurzhan Auelkanovich	Republican contest "Best Author's Programme - 2024", 1st place
Tleudin YerasyI Askarovich	International Olympiad IMPACT - 2024, III- place
Tyulyubergenev Rustem Kabdykarimovich	"Panorama of Successful Practices" AOO NISH, 1st place
Tungushpayeva Alma Nurlanovna	"Panorama of Successful Practices" AOO NISH, 2nd place
Toktarbekova Akmaral Toktarbekovna	"Panorama of Successful Practices" AOO NISH, 2nd place
Alkanova Asel Darkhanovna	"Panorama of Successful Practices" AOO NISH, 2nd place
Baiburov Nurzhan Auelkanovich	"Panorama of Successful Practices" AOO NISH, 3rd place
Aueskhan Dauletberdi	Regional contest "Til Sheberi", 2nd place
Abisheva Zhanar Semeykanovna	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO
Imashpayeva Gulzhayna Ashanovna	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO
Orymkanovna Oryngul Sadykanova	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO
Mukasheva Kuralay Kairdinovna	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO
Kitapbayeva Zhanna Toktaganovna	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO
Muratbekov Bekzhan Muratbekovich	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO
Turganbayev Kanat Yedelovich	Letter of thanks for preparation of students for the Olympiad and projects from the Chairman of the Board of AEO

METHODOLOGICAL COUNCIL OF THE SCHOOL

Methodical Council of Nazarbayev Intellectual School of ChB in Ust-Kamenogorsk AEO NIS in 2023-2024 academic year carried out its activity on the basis of the following normative documents:

- ✓ Rules of educational activity of the autonomous educational organization "Nazarbayev Intellectual Schools" (hereinafter - AEO "Nazarbayev Intellectual Schools"), approved by the decision of the Board of "Nazarbayev Intellectual Schools" from 16 August 2012, Minutes № 33 (hereinafter - Rules of educational activity).
- ✓ Model Regulations on the Methodological Council of Nazarbayev Intellectual Schools, approved by the decision of the Board of AEO Nazarbayev Intellectual Schools dated 08 July 2014 (Minutes No. 32).

In 2023-2024 academic year by the order of the Head of Nazarbayev Intellectual School of ChB in Ust-Kamenogorsk a teacher-expert of history, certified trainer of professional development support of teachers Dauletkhanova M.S. was appointed as the head of MC, a teacher-moderator of Kazakh language and literature Rashieva N.Z. was appointed as the secretary of the MC. 43 teachers of the school were included in the MC: 3 vice principals of NIS ChB in Ust-Kamenogorsk on educational, scientific-methodical work, pastoral care, 1 head of the extended laboratory of engineering-technical creativity and information technologies, 1

methodologist, 1 head of boarding school, 1 counselor of career guidance work, 1 teacher-psychologist, 9 heads of methodical departments, 1 teacher-researcher, 22 expert teachers, 1 teacher-psychologist, 1 senior teacher-librarian, 1 senior teacher-organiser-curator.

The activities of the school's MC during the academic year were carried out on the basis of the work plan drawn up by the head of the MC. The plan was reviewed at the methodological council and approved by the school principal. The number of MC meetings in the 2023-2024 academic year was 4 (once a quarter). For each of the issues discussed at the meeting, recommendations were adopted, which were recorded by the secretary in the minutes. The materials of the MC are available in the UKK_Method School Council team on the TEAMS platform. The main activities of the school's MC in the 2023-2024 academic year were:

- ✓ Organisation and holding of 3 in-school competitions of pedagogical skills - "The Best Lesson with the Use of DER" (coordinator Sapuanov B.Zh.), "Festival of Pedagogical Ideas" (coordinator Popova M.V.), "The Best Author's Programme" (coordinator Slonova O.N.).
- ✓ Implementation of 6 in-school projects - Action Research (coordinators Duzbaeva M.B., Onerkan D.G., Pogorelova O.A.), Lesson Study (coordinators Rashieva N.Z., Raisova B.T.), mentoring (coordinators Mukasheva K.K., Popova M.V.), Young Teacher School (coordinators Musatayeva Z.ZH., Smirnova T.Y.), Adaptive Active Learning (coordinators Mitina T.A., Saduakasova Z.A.), Personalised Learning (coordinators Seitakhmetova J.M., Suleimenov O.Sh.).
- ✓ Involvement of teachers in professional development courses at school and network level
- ✓ Provision of scientific and methodological support: in the development and publication of methodological manuals, publication of articles.
- ✓ Organisation of methodological support for certified teachers: lesson observation, writing reflective lesson reports, portfolios, pre-defense.

"BEST LESSON WITH THE USE OF DER" COMPETITION

The pedagogical excellence competition "The Best Lesson with the Use of DER" was held in September 2023. The competition was organised and conducted on the basis of the Regulations developed by the coordinator, which were reviewed at the meeting of MC No. 1 and approved by the school principal. The competition was held with the aim of intensifying the introduction of new information technologies into the educational process, sharing experience in the use of digital educational resources in the educational process, and developing teachers' creativity in computer applications. The competition was attended by 6 teachers of the school: teacher-expert of chemistry Shamatova G.Zh., teacher-moderator of Kazakh language and literature Rashieva N.Z., teacher-moderator of physics Zhumagazinova N.T., teacher-moderator of biology Toktarbekova A.T., teacher of Russian language and literature Argunova T.V., teacher of mathematics Nurmangalieva M.B. The expert jury included the school principal and his deputies. According to the results of expert evaluations of the open lessons and materials used in the lesson, the results of the competition were summarised. The winner of the competition was the teacher-moderator of physics Zhumagazinova N.T., the other participants became the winners of various nominations reflecting the strongest aspects of the conducted lessons and materials used.

"FESTIVAL OF PEDAGOGICAL IDEAS" COMPETITION

Holding the competition of pedagogical skills "Festival of pedagogical ideas" was planned for the first half of the academic year 2023-2024. The competition was held to generalise teaching experience, present effective methodological ideas and practices on the use of innovative technologies in the educational process. The competition "Festival of Pedagogical Ideas" was held in 2 stages: Stage 1 (selection) - submission of materials to the organising committee on paper and electronic media; Stage 2 (final) - presentation of pedagogical ideas in the TEDx 5-7 minutes format. 7 projects were submitted to the competition: 1. Taishyman A.Zh., teacher of English language and GPPW, "Unleashing The Potential of Incorporating Artificial Intelligence in English Classroom". 2. Dzhezheria T.V., biology expert teacher, "Modelling as a tool in the development of meta-skills in the study of biology" 3. Sovetkhanova A.A., physics teacher, "Ways of integrating SEL in the lessons" 4. Tleudin Ye.A., teacher of informatics, "Innovative methods of teaching programming: gamification in the learning process" 5. Kabenova A.M., expert teacher of Russian language and literature, "Theatricalisation of literary works at school" 6. Bekbayeva A.Ye., teacher of English language and GPPW, "Extensive Reading as a Way of Fostering 21st Century Skills" 7. Aueskhan Dauletberdi, teacher of Kazakh language, "Active thinking as the basis of productive work". The expert jury consisted of the vice principal of the school on scientific-methodological work Sapuanov B.Zh., head of the MC of the school Dauletkhanova M.S., teacher-expert of chemistry Popova M.V., teacher-expert of English language Pogorelova O.A., teacher-moderator of biology Tungushpayeva A.N. The works of the participants were evaluated according to the following criteria: - development of goals and objectives; - relevance and practical significance of the pedagogical idea; - theoretical validity and literature analysis; - evaluation of the experiment and effectiveness of the proposed idea; - summarizing, presentation and creativity of the performance. According to the results of expert evaluation all participants were awarded diplomas of I, II and III degree. The Grand Prix winner was Kabenova A.M., whose work was recommended for participation in the network stage of the national competition "Festival of Pedagogical Ideas".

"BEST AUTHOR'S PROGRAMME" COMPETITION

The competition of pedagogical excellence "The Best Author's Programme" was held in May 2024 in the format of an open presentation. The competition was held in order to include teachers in the development of new content, new pedagogical technologies and new organisational forms of education of gifted children. An expert jury was created to examine the competition materials and evaluate the results, which included vice principal for scientific-methodological work Mukasheva K.K., Head of MC Dauletkhanova M.S., biology researcher teacher Imashpayeva G.A., mathematics expert teacher Tyulebergenov R.K., chemistry expert teacher Popova M.V., English expert teacher Battalova A.S. 6 works were submitted to the competition: 1. Seytakhmetova Zh.M. elective course for 11-12 grades "Basics of Information Systems: Project Approach"; 2. Saduakassova Z.A. elective course for 11-12 grade "Biochemistry"; 3. Duzbayeva M.B. elective course for high school students "STEAM around us"; 4. Slonova O.N. elective course for 8-9 grades "Mathematics in real contexts"; 5. Rashieva N.Z. elective course "Teaching language orientation goals"; 6. Alkanova A.D. methodical manual "self-study IELTS Writing Guide". According to the results of the open presentation the jury recommended the author's programs of Seitakhmetova Zh.M., Duzbayeva M.B., Slonova O.N. to participate in the network stage of the Republican competition "The best author's program" on condition of the finalization of programs until October 1, 2024 (to collect photos and video

materials, design in accordance with the requirement, prepare 3 reviews and obtain copyright). Saduakasova Zh.A., Rashieva N.Z. were recommended to continue working on the author's programme during the next academic year and defend it in May 2025. Due to the non-compliance of the work with the requirements to the content of the author's programme, Alkanova A.D. was recommended to publish the proposed material as a methodological manual and obtain copyright.

"PERSONALISED LEARNING" PROJECT

In the 2023-2024 academic year, the school implemented a project on personalised learning. This project involved 4 students (Erzhanuly Batyr, 10th grade, biology, teacher Imashpaeva G.A.; Zheniskhanova Aizere, 9th grade, chemistry, teacher Abisheva Zh.S.; Yerkebulankyzy Aruzhan, 10th grade, English, teacher Keshubaeva B.K.; Bakytova Zhanbota, 9th grade, Kazakh language and literature, teacher Kitapbayeva Zh.T.), for whom teachers developed personalised learning plans. The results of work done by teachers together with students this year on personalised learning show stable growth in the level of knowledge and skills of students involved in this programme. Feedback from students shows a positive effect in improving subject knowledge to the level of winners of Olympiads and projects at the national and international level.

"ADAPTIVE-ACTIVE LEARNING" PROJECT

In the academic year 2023-2024, the coordinators of the in-school project "Adaptive-Active Learning" made a plan to implement the adaptive-active learning system in the subjects "Advanced Chemistry", "Advanced Biology" and "Advanced Physics" for 11th grades.

Throughout the whole academic year, at the end of each quarter, members of the Canvas technical support team conducted questionnaires among students and teachers, and summarised the results of using the platform on the NIS network. In the MS Teams chat room, the results of Canvas activity were published: Top 5 active teachers in Chemistry, Top 5 active Canvas students, Top 5 active schools. In order to immerse subject teachers in this process, a programme for the introduction and implementation of the use of the platform was drawn up, which included the topics of workshops, their objectives, expected results and dates. In March 2024 seminars were held among subject teachers of 11 classes of major subjects: Mitina T.A., Saduakassova Z.A., Popova M.V., Duzbayeva M.B., Katpenova Zh.S., Toleuzhanov K.T., Kambarov Ye.Ye., Muratbekov B.M., Turakanova G.A. During these seminars, subject teachers shared their experience of using the platform at lessons, noted the pros and cons of using this prototype of AAL in the process of teaching major subjects, also proposals were made to improve the work of the creative group for the next academic year.

"LESSON STUDY & ACTION RESEARCH" PROJECTS

Development of research skills and formation of research culture among school teachers is one of the priority areas of the MC of the school. It is important for teachers to develop their research skills and competences. They learn to formulate and test hypotheses, analyse data and

make informed decisions based on research results. Research often involves collaboration with colleagues, which facilitates the sharing of experiences and best practices among teachers. In the 2023-2024 school year, two Lesson Study and Action research projects were implemented at the school in this area. The coordinators of these projects developed work plans, which were reviewed at the first meeting of the school's MC and approved by the principal. Within the framework of these projects, during the academic year the coordinators held a series of practical seminars for school teachers, and in addition, individual consultations were held. The results of research activities within the framework of these projects were: participation of 16 teachers in the VI regional research conference "Action Research and Lesson study: experience of implementation in educational organisations" (organised by CPM AEO NIS), publication of 5 articles in the network journal "Mugalim-zertteushi-2024", 11 teachers submitted abstracts to the international research conferences ECER-2024 and WALIS-2024 (10 teachers were invited). Project coordinators note a higher quality of publications and an increase in their number compared to the last academic year, which indicates the effectiveness of the LS&AR events held.

"MENTOR-MENTEE AND YOUNG TEACHER SCHOOL" PROJECTS

One of the important directions of the school's MC activity is to support young teachers. In order to provide practical assistance to young specialists in their adaptation to the school and improvement of theoretical knowledge, the school implements two projects - mentoring and the School of Young Teacher. At the beginning of the academic year, plans for the work of the young teacher school and mentoring were approved, according to which mentors for mentee teachers were appointed, the topics of coaching and master classes for mentee teachers were determined, as well as a set of activities aimed at providing methodological assistance to newly arrived teachers and mentors.

The list of mentor-mentees is presented in Table 2.1.

Table 2.1 List of mentor-mentees

r/s	Mentee	Mentor	Methodological department
1.	Aueskhan Dauletberdi	Turganbayev Kanat Yedelovich	Kazakh language and literature
2.	Azhikenov Shyngys	Tyulyubergeniev Rustem Kabdykarymovich	Maths
3.	Kiskimbayeva Diana Bakytbekovna	Alkanova Asel Darkhanovna	Foreign languages, GPPW and economics
4.	Korolev Roman Andreevich	Pogorelova Olga Anatolyevna	Foreign languages, GPPW and economics
5.	Dzhumakanova Akmaral Bolatovna	Kaydarova Arai Kazbekovna	Foreign languages, GPPW and economics
6.	Berikbolov Tolegen Muratovich	Almira Slyamovna Ibraimova	History and physical education
7.	Rakhimov Kuat Serikovich	Bektenova Asel Mergalyevna	Design and technology
8.	Sergazina Aliya Seyitzhankyzy	Serikzhanova Erkezhan Serikzhankyzy	Teacher-organiser-curator

9.	Zhumagalieva Alua Alibekkyzyzy	Sagdashev Shyngys Bolatuly	Teacher-organiser- curator
10.	Zhaqan Mukhtarkhan Valikhanuly	Yertisbayeva Makpal Zholamankyzy	Teacher-organiser- curator

The mentors developed individual plans for working with the mentees, taking into account the specifics of their professional activities; during joint discussions, the mentees' weaknesses were identified and a professional development goal for the academic year was proposed. During the academic year, project coordinators and mentors visited the young teachers' lessons and provided constructive feedback. In the period from 15 to 26 April 2024, the questionnaires "Mentor through the eyes of a mentee" and "Mentee through the eyes of a mentor" were conducted, as well as an in-school competition "Best Lesson" for mentee teachers. The purpose of these events was to show the effectiveness of joint mentor-mentee work and to assess the effectiveness of projects implemented during the year to support young teachers. Six mentee-teachers took part in the contest. During the contest, a jury of PDST trainers and members of the school administration was approved, who evaluated: short-term lesson plan, implementation of PDA in the lesson, organisation of group form of work and work in pairs, implementation of differentiated approach in the lesson, inter-subject integration, involvement of students in the learning process, use of ICT, active methods in the lesson, evaluation of students' learning achievements, reflection and video on the work of mentor and mentee.

The dates of the open lessons and the results of the competition are presented in Table 2

Table 2.2 - Competition results

Name of mentee	Date of the open lesson, class	Jury scores			Total
		1	2	3	
1. Aueskhan Dauletberdi	25.04.2024 Grade 7H	45	32	33	110
2. Kiskimbayeva Diana Bakytbekovna	22.04.2024 8C	35	33	27	95
3. Korolev Roman Andreevich	19.04.2024, Grade 11B	40	39	37	116
4. Azhikenov Shyngys Slyambekovich	22.04.2024 8D class.	44	38	35	117
5. Dzhumakanova Akmaral Bolatovna	25.04.2024 Grade 7L	39	30	32	101
6. Rakhimov Kuat Serikovich	22.04.2024 Grade 8C	37	24	34	95

According to the results of the competition, all participants were awarded diplomas: Grand Prix (Azhikenov Sh.S., teacher of mathematics), I degree (Korolev R.A., teacher of English language), II degree (Aueskhan T., teacher of Kazakh language and literature), III degree

(Dzhumakanova A.B., teacher of English language) and 2 nominations (Rakhimov K.S., teacher of informatics and Kiskimbayeva D.B., teacher of English language). At the reporting meeting of the mentoring and young teacher school projects, the coordinators analysed the results of the questionnaire, identified strengths and weaknesses and prospects for further work in this area.

During the academic year, teachers were involved in various professional development courses at the school and network level. 9 teachers were trained on the course "Effective Learning and Teaching" (CPM AEO NIS), 2 teachers successfully completed the course "Training of Trainers to Support Professional Development of Teachers" (CPM AEO NIS). The Methodological Council of the school provided support to the teachers of the school in the development and publication of methodological manuals, publication of articles. In 2023-2024, two methodological manuals developed by teachers of mathematics and English language were approved by the school's MC. As part of the MC activities, the school organised methodological support for teachers being certified: lesson observation, training workshops, writing a reflective lesson report, portfolio, pre-defence. This activity was mainly carried out by certified trainers to support the professional development of teachers (Mukasheva K.K., Umbetayeva Zh.S., Dauletkhanova M.S., Seitakhmetova Zh. M., Onerkan D.G., Pogorelova O.A., Turganbayev K.Ye.), as well as heads of methodological departments.

Based on the above conclusions about the activities of the Methodical Council in each area, it is necessary to recognise the work of the MC of the school for the academic year 2023-2024 as satisfactory, as most of the planned activities for the current academic year have been implemented. It is important to note the high level of responsibility and professionalism of the appointed coordinators of school contests and projects, trainers of PDS, ability to work in a team, mutual understanding and mutual support, efficiency in solving tasks and emerging problems, initiative, generation of ideas and proposals during the implementation of projects and school competitions.

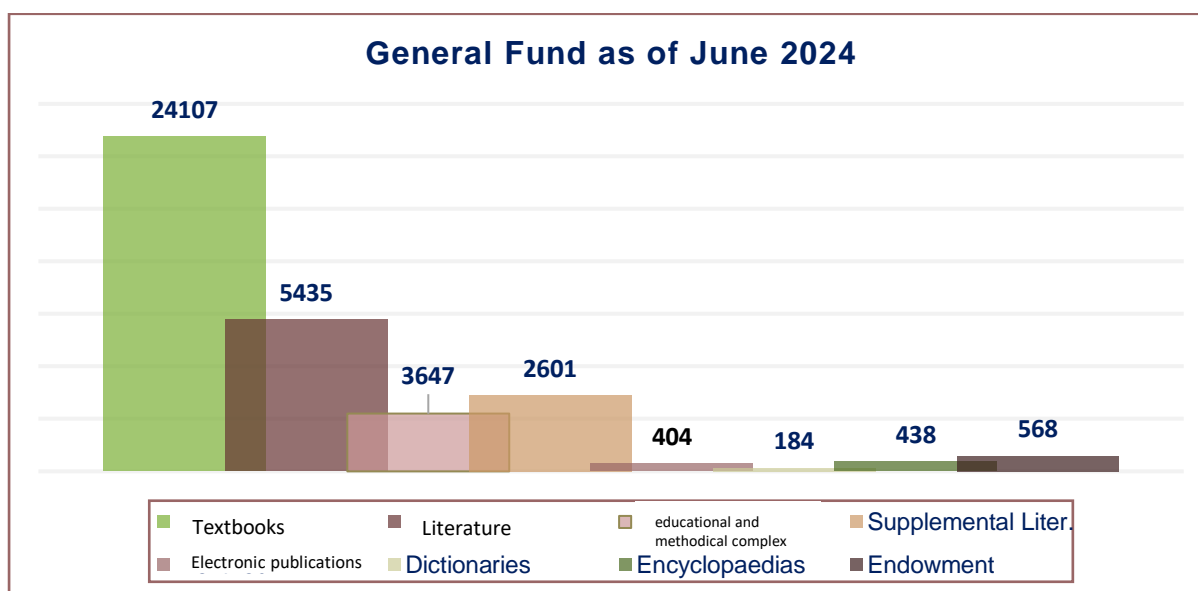
3. EDUCATIONAL CONTENT

3.1. EDUCATIONAL RESOURCES

The library fund of Nazarbayev Intellectual School of Chemistry and Biology is formed according to the List approved by the Board of AEO Nazarbayev Intellectual Schools. Applications are made by methodological departments of schools together with the library staff. The interests and age peculiarities of students are considered when completing the funds. Free access to library funds is practised. In addition to literature of various genres, the library collection is formed by periodicals. The list of periodicals includes the most popular magazines such as "Akikat", "In the World of Science", "National Geographic Kazakhstan" and others.

In 2023-2024, we migrated data from the KABIS system to the new library platform Library Management System, with a further full transition to the new system. This allows to modernise and optimise the work of libraries.

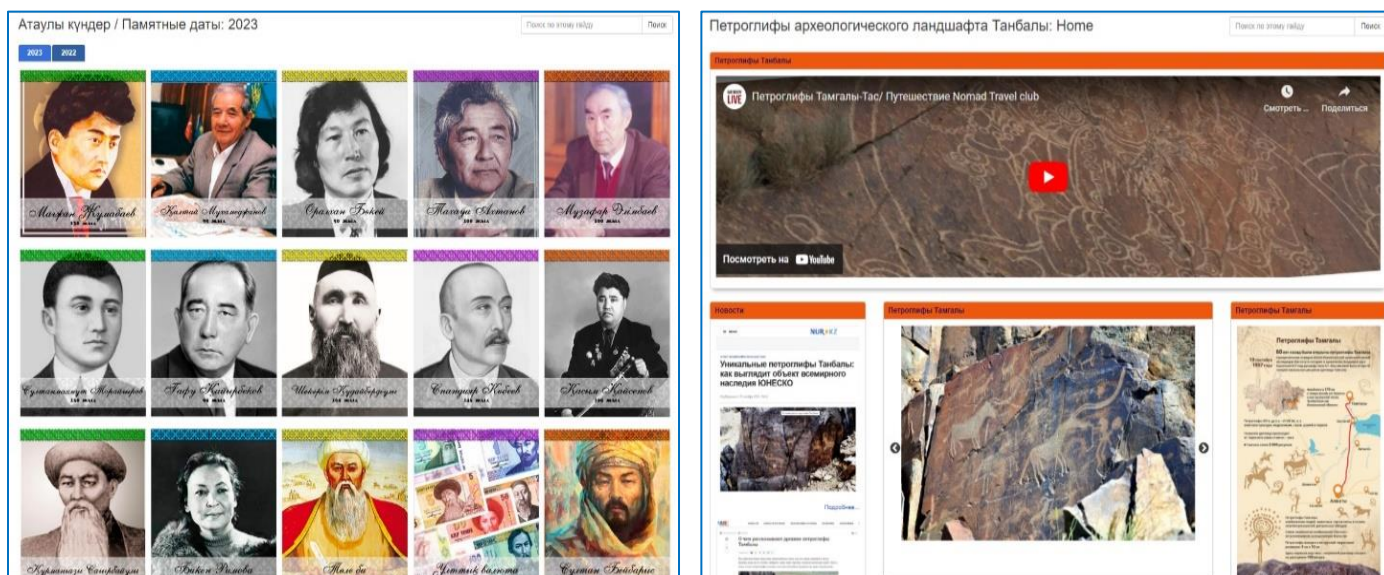
The total book collection as of June 2024 is **37384** copies of educational, methodical, artistic, supplementary literature and periodicals. The majority of the fund consists of textbooks (51%), fiction (23%) and additional (12%) literature.



3.2 DEVELOPING A CULTURE OF READING AND BUILDING READING LITERACY

During the year, work was carried out in the LibGuides system. On the basis of this online platform there is an online information space, which is an interactive educational environment. During this period, a selection of materials on various topics was created to support teaching and research activities for teachers and students. Work was done to organise trilingual content, the main page of the resource and the main sections of <https://nis-kz.libguides.com/mainpage>.

A section "UNESCO World Heritage Sites. Kazakhstan", which contains material on UNESCO World Heritage Sites in Kazakhstan.



The section "Atauli kunder" contains collections on famous personalities, who are celebrating memorial dates in 2023-2024. In the section you can find detailed information about famous personalities, biographies, photo and video materials, publicists, etc.

The section "Tugan Elge Tagzim" contains students' projects, information about authors and project leaders, winners in different categories, descriptions, photo and video materials, links, etc. The project guides have been created, the section has a constantly updated media digest of the project. At the moment guides to the projects are created, in the section there is a constantly updated digest of media about the project.

In the 2023-2024 academic year, the school used domestic and foreign academic resources from Bilim Media Group (BilimLand, Twig-Bilim) and Gale, which contain the most relevant and reliable materials, necessary information for lesson preparation, homework and research work at both primary and advanced levels.

The databases are used in the educational process for research activities, in the study of subjects "Global Perspectives and Project Work", and also contain additional materials for project work in the subjects "Economics", "Physics", "Chemistry", "Biology", "World History", "Mathematics", "Art" and "Social Sciences" related to the use of a wide range of alternative sources.

Teacher-librarians conducted training on the use of BilimLand, Twig-Bilim, Gale resources for students and teachers' associations. The trainings demonstrated the possibilities of using the databases taking into account the peculiarities and needs of each subject, as well as the use of the administrative page for subscription management.

The libraries of Intellectual Schools worked actively to develop students' interest in reading by involving them in active activities "Poem in Your Pocket", "Analysis of Poetic Works", "WAKA", "Favourite First Page", "BookDingo", "Literary Jam", "Book Taste", "Book Picture" and many others.



Promoting reading and fostering interest in reading as one of the leading directions of libraries is implemented by teacher-librarians through various methods and events, including those timed to coincide with anniversaries and significant dates of our country. In 2024, an extensive plan of networking and local events was developed, within the framework of which the library worked actively together with curators, educators and teachers. Lessons and events were held in honour of famous personalities - Ilyyas Zhansugurov - 130 years, Saken Seifullin - 130 years, Beimbet Mailin - 130 years, Fariza Ongarsynova - 85 years, Tolegen Bakbergenov - 90 years, with the use of such methods as "Literary jam", "Shadow poetry", "Keyword Hexagon", "Find a book", "Dictionary of values", "Reading man", "Lego Poetry", "Kangaroo Words", "Literary bingo", etc.

Among the mass and long-term activities organised in schools, it is worth mentioning the "100 Books..." project. This project reaches a wide audience and helps to develop not only reading literacy skills but also interest in reading.

A charitable campaign "**Book Start**" was held - within the framework of the campaign, parents, teachers and their children of 5 years old were guests of the school library. In the course of the meeting, the little guests wrote words on white t-shirts "kitap", "book", "oky" with colourful letters, and together with their parents participated in a literary sweet quiz. After the meeting the children received books and T-shirts with the inscription, which they decorated



themselves. The aim of the action is to form a culture of reading in the family and society, to develop information and reading literacy from an early age, which in the long term can improve the general literacy of the younger generation. Students of Intellectual Schools, in their turn, get irreplaceable experience in serving the society, participation in this project develops general humanitarian values and positive qualities of character.

Traditionally, in the framework of the celebration of the International Children's Book Day on 23 April 2024, the school held a Book Surprise "**Kitap alemdi bagyndyrady**". This is a large-scale event dedicated to World Book and Copyright Day. Thanks to participation in the campaign, students and teachers have an opportunity to get acquainted, to know each other a little closer. In 2024, the number of participants who exchanged books totalled 550. The participants are given another opportunity to get acquainted with the novelties of literature, to learn the interest and reading preferences of the members of the school community.

The library has a reading club in different formats - "Mazmundama". At the meetings of the club people read together, share their opinions about what they have read, get acquainted with the classics of literature, as well as with novelties and bestsellers. Lessons on reading literacy and reading in the "Mazmundama" club are taught using the Gale online resource. Children have been reading Charlotte's Web E.B. White fiction throughout the year. At this meeting, the Argumentative Analysis of Articles method was used to develop the necessary PISA reading literacy skills. Students analysed materials from a variety of sources both traditional periodicals and electronic sources in detail.

3.3. INTERNATIONAL CO-OPERATION

In order to share experience in the development and implementation of innovative projects, online conferences, projects, with gifted children, a number of important meetings and events were successfully held this year in the framework of cooperation between our library and international educational institutions.



The following meetings with schools were held in 2023:

- BINUS SCHOOL SERPONG (INDONESIA)
- PHILIPPINE CULTURAL COLLEGE (PHILIPPINES)

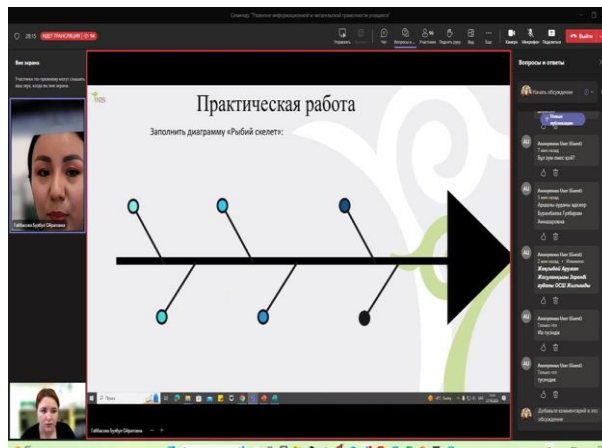
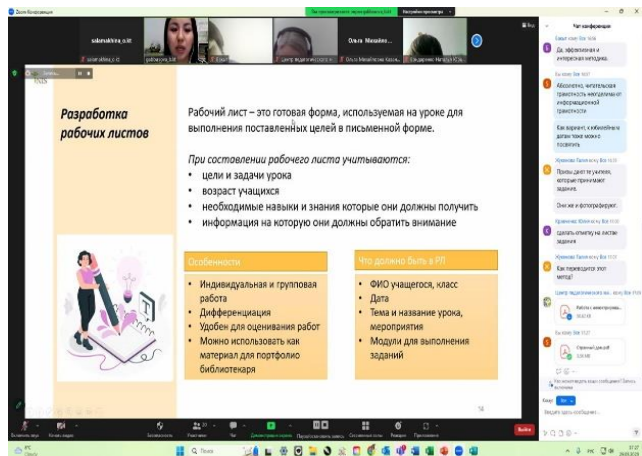
3.4. DISSEMINATION OF EXPERIENCE

The main areas of disseminating the work experience of teacher-librarians include reading promotion, development of information and functional literacy, academic integrity, and methodological support for general education librarians.

From September to May 2024, teacher-librarians conducted **8** seminars for **56** schools and trained more than **1000** school staff in offline and online formats for regional, district and

reference schools in rural areas. The main topics of experience dissemination: "Library as a resource platform of the school for students and teachers", "Development of information and reading literacy of students", "Formation of reading literacy of students with the help of active methods of reading promotion", "The role and place of the school library in the modern educational process", "Formation of reading literacy of students with the help of active methods of reading promotion".

The participants of the online seminar learnt the methods and techniques of forming information literacy of students through critical thinking methods, such as The Six Thinking Hats, Fishbone, etc., practically applied infographics in creating additional material about writers of Kazakhstan, made lists of used literature with the help of various online services.



At the offline workshop on organising school libraries, participants learnt how to develop skills in analytical text analysis using resource-supported fable tests, learnt how to work with illustrated books as a tool for recognising students' emotions, also created a dictionary of values and terms using GPT artificial intelligence, worked with active learning methods to develop reading literacy "Read and write", and practiced methods to develop news literacy.

From September to December of the current year, the training of reference rural schools was successfully carried out in accordance with the approved schedule. Teacher-librarians took an active part in this process, providing the necessary support and training to the teaching staff. The main purpose of the internship was to provide the rural reference schools with additional methodological support aimed at improving the quality of education.

In order to promote reading and increase interest in books, libraries of Nazarbayev Intellectual Schools organise Bookcrossing campaign. This is a social campaign of donating read books to the libraries of secondary schools from the whole school community. In 2023, a large number of fiction, popular science and reference books were collected and donated for permanent use to secondary schools in Tarbagatai district.

The library, constantly improving its own experience and optimising processes and methods of work, is not only a methodological and training centre of experience exchange for school libraries in the region, but is also the administrator of professional library communities in social networks. These communities are online platforms for experience sharing, training and professional development of school librarians, where all school libraries have the opportunity to publish news, events and discuss professional issues.

3.5 NIS ENGINEERING

The report provides information about the key achievements and activities carried out in the NIS Engineering laboratory during the academic year 2023-2024. The main purpose of the report is to demonstrate the progress and contribution of the laboratory to the educational process.

The laboratory "NIS Engineering" is designed to ensure research activities of students and preparation for Olympiads and competitions of network, national and international levels. The laboratory is available to teachers and students from 08:00 to 17:30. Elective courses on biotechnology, 3D modelling, 3D printing and Olympiad preparation in chemistry and biology were held on Tuesdays. There were also robotics circles to prepare for regional and national robotics competitions WRO-2024. Research and development students used a nano mill, crushing machine, shaker and microscopes. Cups and medals were created on a 3D scanner and printed on a 3D printer for the regional stage of WRO-2024.

Functions of each area of the NIS Engineering laboratory:

Mechanical Engineering

- Provides students with equipment and tools for machining and assembling parts.
- It is used to study and create various mechanisms, machines and devices.
- Includes machine tools, milling and turning machines, and other equipment for working with metals and other materials.

3D Printing

- Designed for prototyping and modelling using 3D printers.
- Students design and print three-dimensional objects, exploring the possibilities of additive manufacturing.
- Includes 3D scanners and modelling software.

Robotics

- Focuses on the design, assembly and programming of robots.
- Students participate in clubs and prepare for robotics competitions such as WRO.
- Includes robotics kits, controllers and sensors.

Nano/Biotechnology

- Equipped to conduct experiments and research in nanotechnology and biotechnology.
- Students work with a nano mill, crusher, shaker and microscopes.
- Designed to study biological processes and materials at the nanoscale.

Conference Hall

- Space for lectures, seminars and training sessions.
- Used for presentations of research projects and knowledge sharing.
- It is equipped with multimedia facilities and comfortable furniture for comfortable events.

Presenting Corner

- A corner for displaying and presenting students' projects.
- Students show their designs and achievements in front of an audience.
- Includes screens, projectors and stands to exhibit work.

Student Learning Achievements:

Key student achievements for the 2023-2024 school year:

1. I place in the network competition "Tugan elge tagzim!" with highly appreciated projects of 5 students.
2. Prize-winning places at the network contest RCSP "Daryn": 2 - II place, 2 - III place and 2 - III place.
3. Prize-winning places at the republican stage of RCSP "Daryn": 1 - I place, 2 - III places.
4. I place at the regional "Hackathon" on rocket building World Space Olympiad, participation at the republican stage.
5. Obtaining 3 copyright certificates for the development.
6. Prizes at the regional stage of WRO-2024: 4 first places and the opportunity to participate in the Republican stage of the Olympiad.
7. Selection of the project "Fixture" for the national stage of "Solve For Tomorrow" from Samsung.

Plans for the 2024-2025 academic year

Activities are planned that will allow students to engage in in-depth research projects and demonstrate them at various venues. It is also planned to attract scientists from regional universities to work with students in the NIS Engineering laboratory.

4. EDUCATIONAL WORK

4.1. EDUCATIONAL WORK

Activities on education and personal development were carried out on the basis of the NIS Development Plan 2023-2025, taking into account all participants of the school community. The legal and regulatory framework, including documents such as: "Strategy - 2030", "Educational Work Policy", "Student Protection Policy", "Students' Internal Regulations Policy", "Students' Safety Rules" formed the basis for fulfilling the mission of Nazarbayev Intellectual Schools.

In the educational department in the academic year 10 teachers-curators, 4 teachers of additional education, 3 teachers-psychologists, 8 teachers of the dormitory, 1 teacher-librarian, career guidance, Civil Defence and Safety engineer worked. During the year all services carried out their activities synchronously, based on the annual plan. Based on the results of all studies and surveys, the services carried out their activities aimed at the individual development of students. This academic year the work was carried out in 11 shanyraks.

The purpose of educational work of the school: creation of an effective system of educational work with students, aimed at the formation of Kazakhstani patriotism, civic consciousness, tolerance, general culture, healthy lifestyle, realisation of creative abilities, professional self-determination.

Providing a favourable and positive educational environment is implemented through the synchronisation of the work of psychologists, curators, supplementary education teachers, librarians and a career guidance counsellor. Comprehensive support for students is provided at the time of entry to school and throughout the entire course of study. Comprehensive support for students is systematically organised in the following areas:

- PSYCHO-PEDAGOGICAL;
- PERSONAL DEVELOPMENT;
- ADAPTATION OF 7TH GRADE STUDENTS AND NEWLY ARRIVED CHILDREN;
- WORKING WITH THE TALENTED AND GIFTED;
- STUDENTS WITH PERSONAL AND SOCIAL ADAPTATION PROBLEMS.

In order to provide psychological and pedagogical support to students under the guidance of school psychologists, once a half-year children fill in reflexive diaries, where they identify relevant issues that need to be addressed. As a result of monitoring, students experiencing problems are identified, a comprehensive support plan is drawn up, and this plan is implemented with the participation of members of the school community. This school year, comprehensive support was provided to 36 families, and 3 students were included in the list of risk group, cases were opened with 2 students. Curators maintain a map of "Students' social engagement in school projects". In order to identify the involvement of each student in educational projects, coordinators monitored the evaluation of participation. Special attention was paid to children at risk and observation, who have difficulties in communication and lack of self-confidence.

To support students during this period, a psychological and pedagogical counselling session is organised, where the causes of the difficulties encountered are traced and ways of overcoming these difficulties are identified. The "Strong Family" project is implemented in the school in order to motivate children positively, to teach them to cope with stress and peer pressure, and to promote good relations between students and their parents. This year 57 families participated in the project. During the semester, an elective course in personal development, "Being yourself and living with others", was implemented, where students learned

independence, personal responsibility, problem-solving skills and adaptive behaviour. At the end of the course, students noted that they had become more self-confident, learnt skills of communication and adaptation, self-control and stress resistance.

In general, coordination and co-operation between different units in the school has increased, demonstrating a common understanding of the importance of the teaching and learning process and the quality of education.

4.2. SYSTEMATISE PROCEDURES TO INFORM THE SCHOOL COMMUNITY OF THE STUDENT PROTECTION POLICY

The school operates a School Safety Service (SSS) to deal with the protection of students and to prevent violence against students. The School Safety Service ensures compliance with the Child Protection Policy.

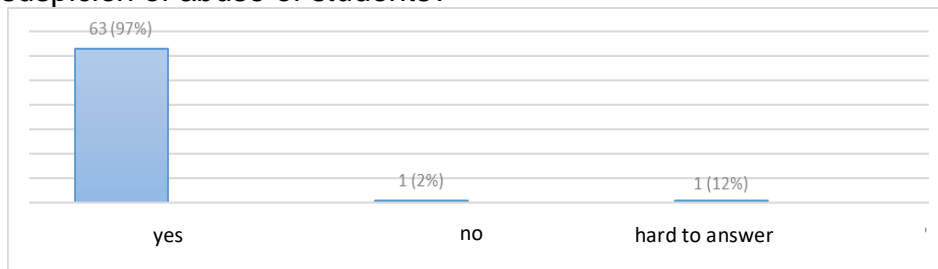
A comprehensive Student Wellbeing Support Plan' has been drawn up. The following activities were implemented according to this plan:

- ✓ Orientation week for parents of Grade 7 students, familiarisation with school policies, parent and student handbook;
- ✓ Parents' meetings on the following topics: "School guidelines", "Internal regulations", "Students' safety", "Bullying in the student community", "What conditions are necessary for a child's personal development?";
- ✓ Introduction of the programme "Strong Family" for 7th grade students and their parents;
- ✓ Training of members of the school community in the programme "Prevention of Suicide among Minors" (teachers, technical staff, school security);
- ✓ Familiarisation of newly recruited school staff with the internal regulations and the Student Protection Policy.

At the beginning of the school year, the school community was trained on the algorithm of response in cases of student abuse, school safety officers were introduced, and the goals of their work were explained. In the information zones there are stands, where the algorithm of actions in case of student abuse, information about the work of the SSS, student welfare officers and their contacts are displayed. Information is also available on the school website via QR codes.

The result of the annual survey showed that 97% of teachers have a good knowledge of the algorithm of actions in case of detecting an incident of ill-treatment or suspicion of ill-treatment of students (*Diagram 1*)

Diagram 1: Do you know what to do if you witness or learn of any incident of abuse or suspicion of abuse of students?



As part of the "Student's Voice" project, a safety workshop was held for students in grades 7-9. Students had an opportunity to mark on the map "Safety Zone" the places where

they feel danger. As a result of the work done, the identified "dangerous" places were marked with developmental game zones: "classics", board games: "hockey", "football".

At the end of the year a student survey was carried out and 94% of students responded that they felt very safe and secure.

In order to provide psychological, pedagogical and legal assistance to members of the school community in solving their problems and preventing problems related to the protection and safety of children at school, a "trust box" is functioning. More than 25 letters were received there during the year on the topics of academic performance, teacher-student relations and personal issues.

In order to create a comfortable environment, the school held a pedagogical council on the theme "A comfortable school is the basis for successful education". It addressed the following issues: "Personal boundaries and how they affect the comfortable environment", "Empathic and supportive teacher".

This academic year, 4 school staff members took courses on the KiVa anti-bullying programme. The coordinators of this project introduced the teaching staff to the KiVa programme, explained its goals and objectives. A survey on bullying was conducted among students of 7-12 grades, and 84% of students answered that they had not been bullied.

4.3 PROFESSIONAL DEVELOPMENT OF CURATORS

The activities of the curatorial service are aimed at helping seventh-graders adapt, fostering a sense of civic responsibility and patriotism in students, their comprehensive cultural development, and creating an atmosphere of friendship, mutual assistance and a conscientious attitude to learning in the group.

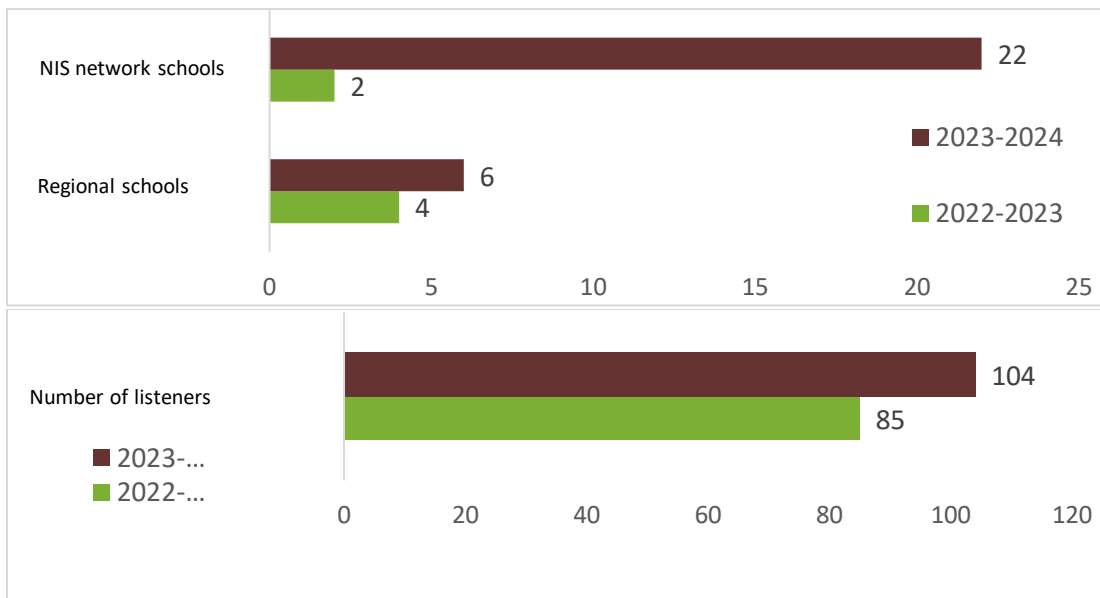
To improve the professional development of curators at the meeting of the methodological association coaching lessons were held on the following topics: "Features of educational work for the 2023-2024 academic year", "Leadership and teamwork trainings to improve the management skills of students and effective organisation of work in the shanyrak", "Well-being and safety", "Safety during the summer holidays". The School of Young Mentor was held, where mentors and mentees were identified. Mentor and mentee interaction is demonstrated by joint projects, open lessons, work with students and their parents.

In order to improve the qualifications of teachers-mentors, a PD course was introduced, aimed at the cohesion of the class collective and the development of teamwork skills. Vice Principal for pastoral care Mukhtarhanova G.T., psychologist Seilgazinova A.M., curator Arystanbek G.S. held master classes on the following topics: "Features of the organisation of educational activities of teacher-curators", "Using the Forms application", "Features of the morning assembly".

In 2023, a team of teacher-curators took courses on student well-being and safety and the KiVa anti-bullying programme. An elective course "Welfare and Safety" was introduced into practice in grades 7-10, and open lessons were held.

4.4 DISSEMINATION OF THE EXPERIENCE OF CURATORS

In the current academic year, the experience was disseminated in two directions: in the schools of the region and in the NIS network (Semey, Petropavl).



During the seminars, workshops were organised on the following topics: "Organisational form of educational work", "Main features of educational work of Nazarbayev Intellectual Schools", "Educational projects of NIS", "Parents' University". Teachers in the region took part in educational projects. Under the "Rural Schools" project, the pilot schools were assigned supervisors who accompanied them on methodological issues during the academic year.

4.5 ADDITIONAL EDUCATION

In the system of educational and educational space of the school, the work of additional education is aimed at fulfilment of tasks on further provision of accessible forms of education for students outside school hours considering their individual characteristics.

The aim of additional education is to create conditions for the versatile and creative development of students.

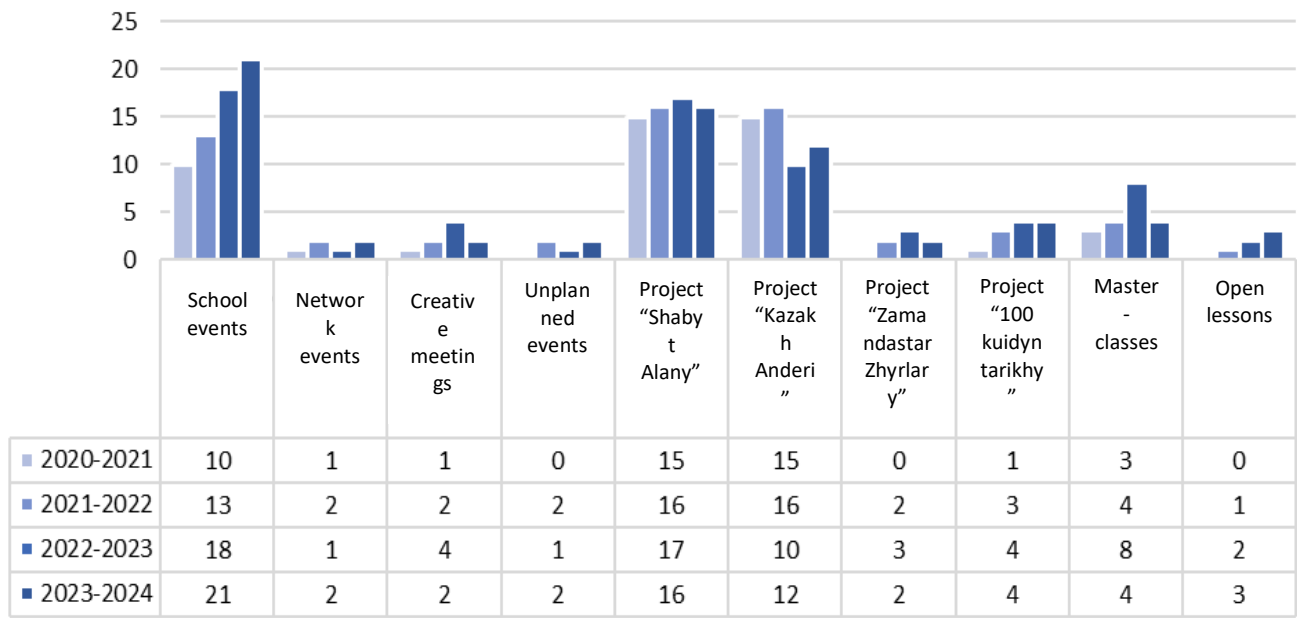
Extracurricular activities at school are carried out through the work of clubs and sections. The total coverage of students in clubs and sections is 731 people - 100 per cent. In the current academic year, the school had 31 clubs and sports sections in the following areas: artistic and aesthetic - 19, physical education and sports - 7, intellectual and technical - 5. Clubs for students were included in the main school timetable.

Activities undertaken

During the 2023-2024 academic year, the following activities, projects and master classes were conducted by teachers of additional education:

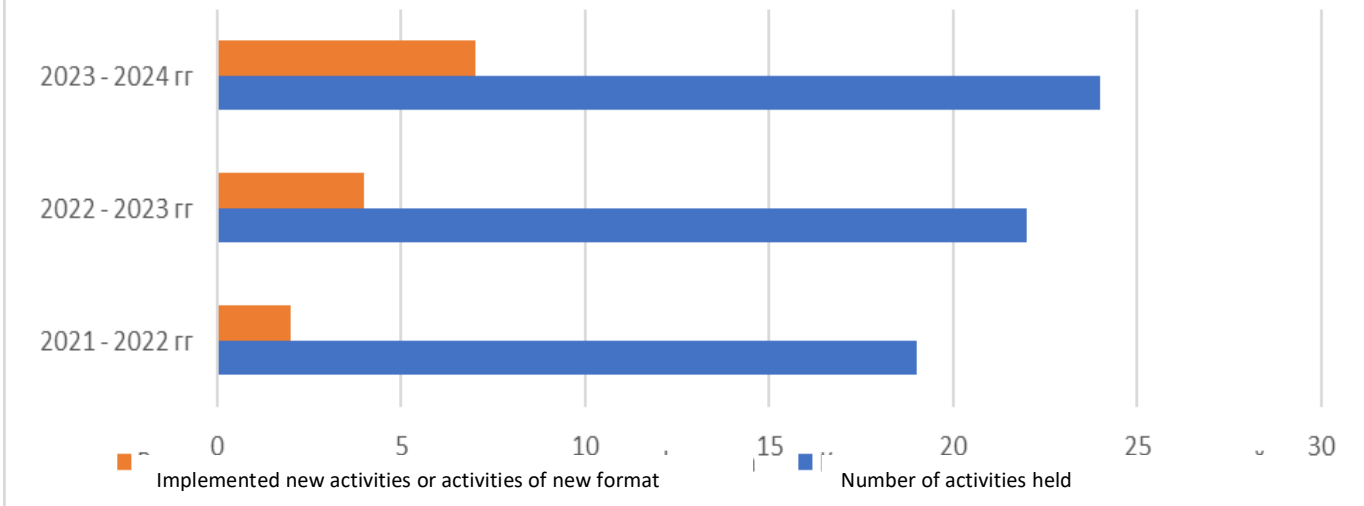
The total number of events, projects, lessons and master classes held was 67, and the population of children who participated in the events was 93 per cent.

Events held in the last 4 years



According to the calendar plan for the academic year 2023-2024, 21 school-wide events were held. After major events, the effectiveness of the event is monitored, with the organiser, teacher and student participating in the evaluation. Based on the results of the monitoring, adjustments are made to the format and content of the event.

Implementation of school-wide activities

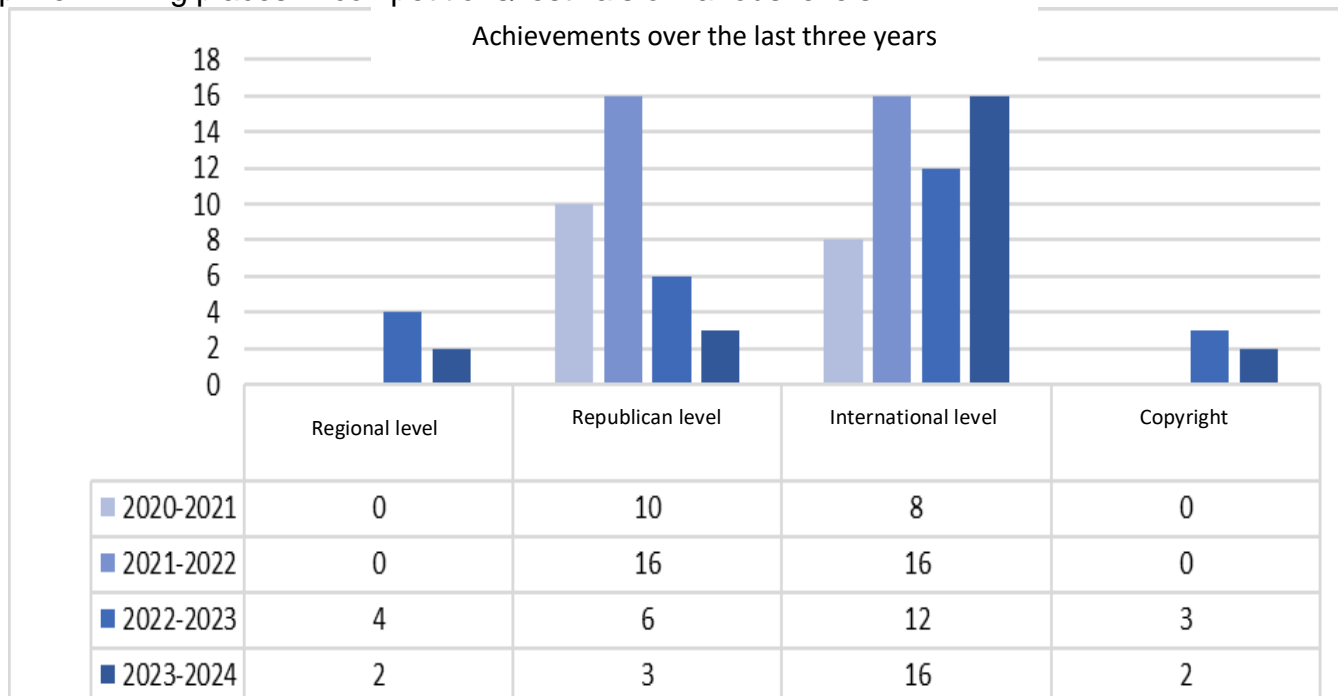


Based on the analysis over the last 4 years, most of the categories are growing in quantitative terms.

Effectiveness of club activities

The effectiveness of the work of clubs was demonstrated at school-wide events. Work with gifted students is traditionally carried out according to an individual schedule. The

effectiveness of work of teachers of additional education with gifted students is confirmed by prize-winning places in competitions/festivals of various levels:



4.6. SCHOOL'S WORK ON CO-OPERATION WITH PARENTS

During the school year 2023-2024, productive work with parents was carried out.

- The following tasks were carried out to achieve the objective:
- Involvement of school parents in school life through joint activities for the successful upbringing and development of the child;
- active work with newcomer parents in accordance with the plan and schedule;
- Informing and working out with parents the psychological subtleties of raising a child through trainings and meetings.

The main areas of joint work with parents include: psychological and pedagogical support for parents; career guidance; participation in school life; co-operation: Board of Trustees, Mothers' Forum, charity, volunteering; school-wide Parents' Committee.

Pedagogical and psychological support (education and training);

As part of the implementation of the plan to work with parents for the 2023-2024 academic year, the school psychological service conducted webinars on the following topics: "Cyberbullying and communication in the network", "Features of adolescence", "The peculiarities of adolescence". , "Peculiarities of adolescence. Risks and protective factors", "Prevention of destructive behaviour of adolescents", and the project "Strong family".

In the 2023-2024 academic year, the curatorial service conducted 4 thematic training seminars: "Cyberbullying in the space of modern technologies" - 624 (89 per cent) parents; "Health and well-being of students" - 481 (70.7 per cent) parents; "Personal boundaries - 487 (72 per cent) parents; "Computer games and addiction" - 508 (69.5 per cent) parents.

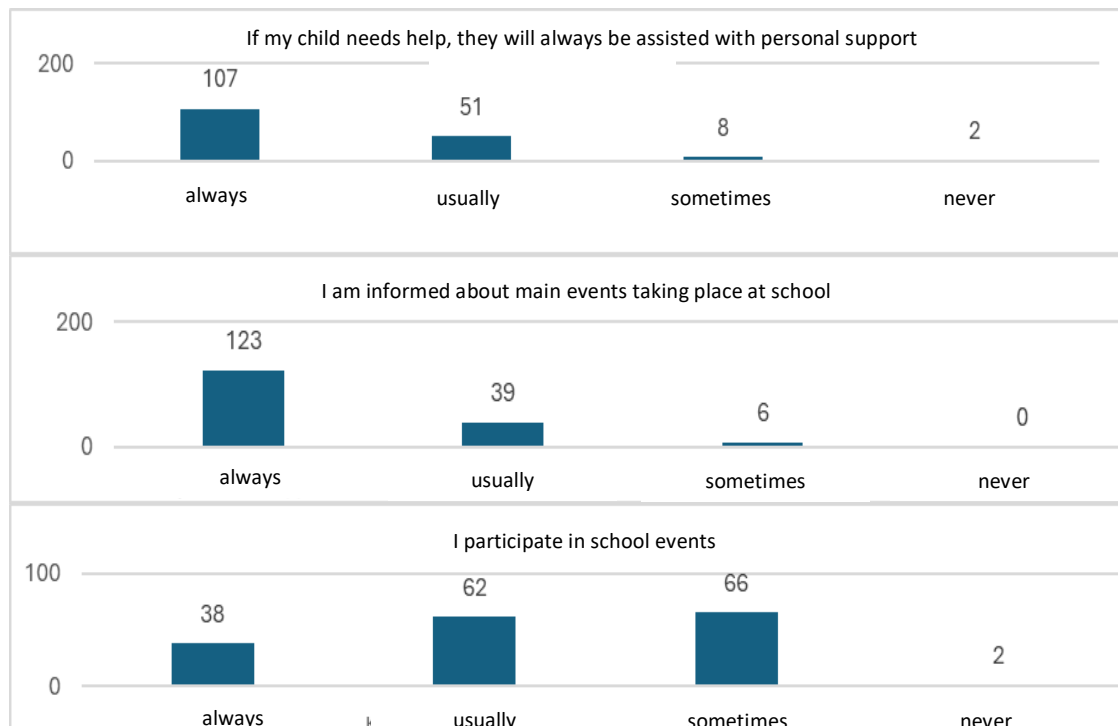
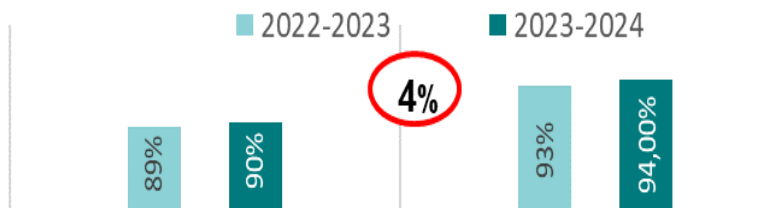
In the second half of the 2023-2024 school year, a mothers' council was held on the theme "Balam - barym, ata - anam bagym". 373 parents participated in the forum. The forum consisted of 3 parts. The first part included a plenary part: a dialogue platform. Speakers of the

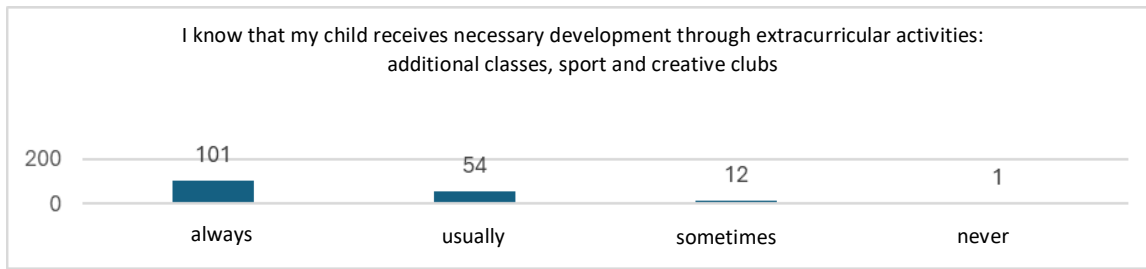
forum revealed important topics: "Parental Leadership: the influence of parents on the leadership potential of children", "Successful relationship between parents and teenagers", "What should be a modern parent? Resourceful Mum". The second part, namely the sectional part, included personal growth trainings "Impulse to Development" with children, conducted by the curatorial service with each shanyrak. In the third part, the forum participants gave feedback, left reviews and suggestions in the creative form "Mum's Palms".

In order to involve parents in school life and increase their activity level, joint events were held: the "Shyn zhurekten" charity fair, the "Biz khalyqpen birgemiz" charity event, humanitarian aid to people affected by floods, master classes from parents to children in each quarter, vocational guidance work with the participation of successful parents, and "The Book Conquers the World" with students in grades 7-8-9 and their parents.

The strength of the school is the satisfaction of parents and students with the quality of services provided and, as a consequence, the generally positive psychological climate and safe environment in the school. Proof of this is the absence of complaints from parents and students. Moreover, parents are active participants in the educational process and are enthusiastically involved in school activities.

Based on the results of the 2023-2024 school year, this survey showed that student and parent satisfaction with the school increased by 4% compared to the previous school year.





4.7 SOCIAL ACTIVITY OF STUDENTS

In order to increase the social activity of students, the school worked on forming an active life position of students and including them in various types of activities:

- ✓ volunteer movement, project "Service to Society";
- ✓ students' activity in educational projects;
- ✓ Organising student-led clubs;
- ✓ the work of the UNESCO Club;
- ✓ Shanyrak's projects: "Altyn zhup";
- ✓ school self-governance

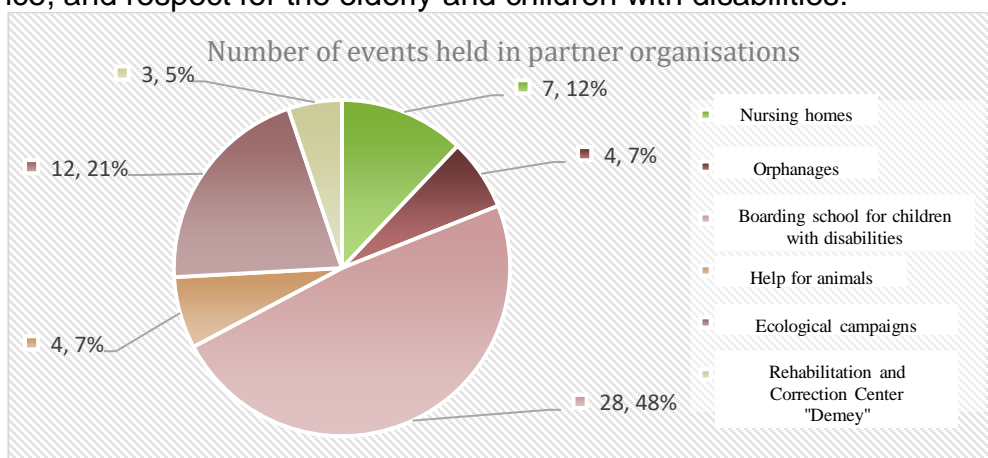
Volunteer movement "Service to Society"

The school actively implements the "Serving the Community" project, which provides an opportunity to develop students' leadership skills and create an atmosphere of support and partnership.

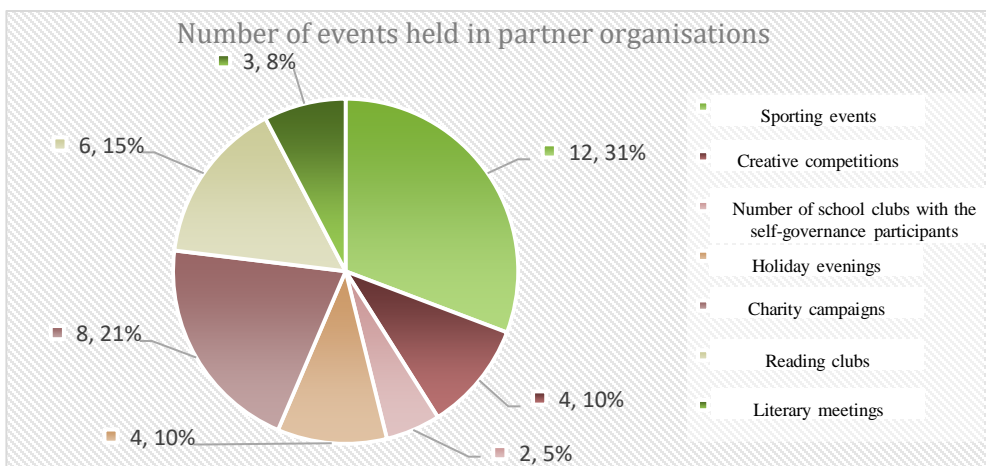
In the current academic year, the school co-operated with 5 social institutions under the project "Service to Society". The scope of the project covers all participants of the school community.

For the 2023-2024 academic year, the activity rate of students increased by 2.3% compared to the previous year and amounted to 93%, and Dilnaz Muratkanova, a 10th grade student, became the "Best Volunteer of the Year".

A number of events were organised in conjunction with partner social organisations in order to foster a moral culture of students, sympathy and empathy, mutual understanding and tolerance, and respect for the elderly and children with disabilities:



Work with social partners was carried out in the following areas:



The events organised on the initiative of students: the campaign "Let's mold and boil" and the ART exhibition and master class "Merry Colours" proved to be the most successful.

Children's participation in educational projects, creative and sporting activities in secondary school (7-9 grades) was 81 per cent and in high school (10-12 grades) 51 per cent. Children noted the most successful projects as "Shabyt Alany", "Kazak Anderi", "TEDx".

This academic year, 25 student-led clubs were set up, with a 41 per cent participation rate. During the school year, club leaders organised a number of school-wide events, tournaments and activities.

RhythmXdance club organised a charity event: a musical theatre performance "Zhakyndarmen azhyraspa". All funds raised were directed to help flood victims.

The Volunteer Club successfully organised a chess club "Chess Journey: Tactics and Strategy" for the residents of a nursing home.

The work of clubs was summed up by the competition "The best club of the year-2024", 10 clubs were recognised as the best, 124 active participants were awarded certificates.

As part of the active promotion of global citizenship among students, a scientific conference was organised by the school club "UNESCO". Gifted children of East Kazakhstan had an opportunity to show their results in the field of culture, science and education, to get access to advanced UNESCO programmes, as well as to improve their creative and scientific potential. Each participant of the conference was awarded certificates. Based on the results of the event, a collection of conference materials was published.

Shanyrak Community

During the academic year in shanyraks fruitful work was carried out in the directions of mutual help and support, development of leadership qualities, formation of healthy competition.

At leadership hours for the younger classes, senior students provided training courses and organised a number of activities along the lines of:

- Olympic Reserve School;
- Psychological support during the adaptation period;
- Shanyrak's projects: "Read a book", "Play, guitar" project;
- Boys' and girls' forums, discussing current issues;
- Organising a shared holiday.

A senior student of the "Ushkonyr" shanyrak, Khairullin Shyngys, has been active among the boys of the school throughout the year. He organised and held a "Boys' Forum" and an informal meeting "Without Ties" with students of the Zhetisu, Altai, Turan, Zhidebai and Akbauyr shanyraks, where questions on the topics of healthy lifestyles, male values, increasing the ability to learn and self-development were raised.

Within the framework of the project "Menin bauyrym" meetings of students with graduates of the school were held: Kaparov Daulet who won a full grant of the Ivy League University "University of Pennsylvania", with Makhmutov Shahnadir who won an educational grant "Lingnan University in Hong Kong", as well as with the applicants of the sign "Altyn Belgi" and a certificate of special sample, with the winners of scientific projects.

At the annual contest "The Best Student of the Year" 27 students took part and the best were recognised: student of 10 "B" class - Yerzhanuly Batyr, student of 9C class Kumatay Zhanar.

During the year, the participants of the Altyn Zhup project supported each other in doing homework, preparing for exams, Olympiads and science projects. Mutual assistance had a positive impact on the academic performance of students.

Active breaks "Lo-Logic", "Breakfast at school", "Smileys talk", physical break "Summer-Winter", intellectual game "Kahoot" were regularly held in shanyraks. According to the results of the academic year in the hours of shanyrak "Bilimim-Otanyma" students were awarded certificates in the following nominations: "Best leader of shanyrak", "Best class leader", "Uzdik Altyn zhup", "Best activist, sportsman, volunteer", "Golden voice of shanyrak".

Among the shanyraks, such large-scale events as "Birlik-fest" festival, "Shyn zhurekten" charity fair, "Best Sports Shanyrak", "Profession Fest", "Book conquers the world" campaign, "Balam-barym, ata-anam-bagym" mothers' forum, events within the framework of Nauryznama festival: "Amal kuny", "Shanyrak kuny", "Zhanaru kuny", "Kayyrymdylyk kuny", intellectual game "Aqyl battle", unity festival "Bar bereke birlikte" were organised.

Team-building events in shanyraks were held in the historical and cultural complex Zhidebai, at the recreation centres Altai Alps, Izumrudny, Nurtau, Vostok-Tur-Drive.

According to the results of the competition "Best Shanyrak of the Year - 2024" shanyrak "Turan" took I place, the leader - Tursynbekuly Dias, shanyrak will go to the expedition of Kokshetau in the framework of the project "Tugan Elge Tagzym". Shanyrak "Zhidebay" won II place, leader - Erkebulankyzy Aruzhan, shanyrak "Markakol" leader - Kaiyrman Medina and shanyrak "Zhetisu" leader - Bakytova Zhanbota, Bukurov Alimzhan shared III-e place. In the 2023-2024 school year 95% of students participated in educational projects.

SCHOOL SELF-GOVERNANCE

The election for the 7th President of the School Board was held on 16 October 2023. Seven candidates filed their candidature. From 12 September to 13 October 2023, the candidates carried out campaigning work, including various activities of an informative and entertaining nature.

A total of 749 people participated in the election, including 641 students and 108 teachers. The vote totals for the election were distributed as follows:

Kamila Oralbekova - 196 voters (26.16%)
Aruzhan Imanova - 159 voters - (21.22%)
Mukametkhan Amina - 123 voters voted - (16.42%)
Oralkhanov Daulet - 94 voters voted - (12.5%)
Toktarbek Dinmukhamed - 102 voters - (13.61 per cent)
Yeskendirov Yersultan - 47 voters voted - (6.27%)
Kasenov Arsen - 23 voters voted - (3.07%)

Thus, as a result of voting, a student of 11B class - Kamila Oralbekova became the 7th president of the school. Kamila officially took office as the President of the school self-government on 24 October 2023 after the inauguration ceremony.

The new president of the school self-governance started her activity by transforming the internal structure of the cabinet. The next step was to work on recruiting teams in the ministries and setting up the school social networks and telegram channel.

The work of the school self-governance was carried out in the following areas:

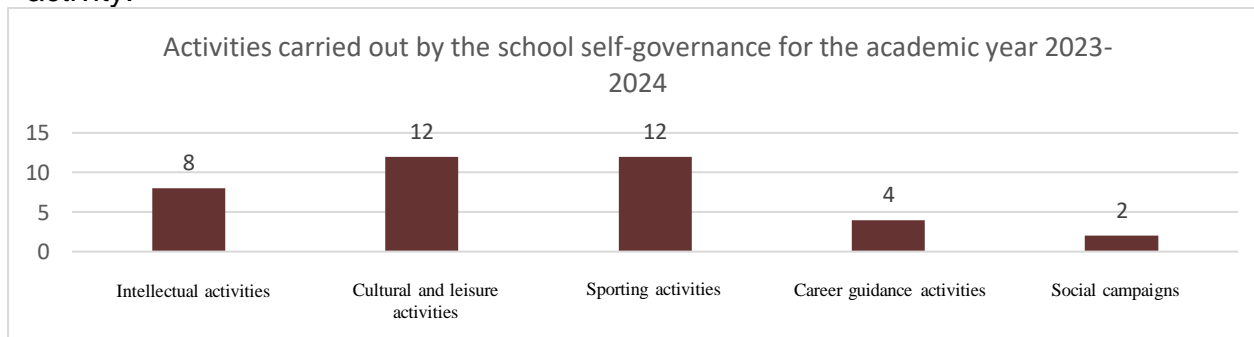
- community service;
- cultural and spiritual development;
- volunteer work;
- charity endeavours;
- intellectual development.

From 7 to 8 December 2023 Oralbekova Kamila took part in the forum of leaders "You lead", which was held NIS PhM in Aktobe. This forum provided a platform for exchange of experience for coordinators, as well as an opportunity for students to acquire new acquaintances, create a new community of leaders of the NIS network.



On 28 April 2024, the School Self-Government Council held a Leadership Forum for students of general educational schools of Ust-Kamenogorsk city, as well as for students of rural partner schools. The forum was attended by 45 students and 15 coordinators.

The school self-governance organised a number of activities in accordance with its areas of activity.



For the 2023-2024 school year, the school self-governance organised 36 events (taking into account the events held by the presidential candidates before the election).

5. DORMITORY OPERATION

5.1. STUDENT POPULATION

In June 2023, work was organised and carried out to receive applications from legal representatives and documents of students for a place in the dormitory for the academic year 2023-2024. The work on informing the legal representatives of students about the terms, conditions and procedure for accepting documents was carried out by curators and class supervisors. All applications received from parents of students were registered in the Application Register. Documents were attached to the above-mentioned applications as necessary in accordance with paragraph 20 of section 3 of the Rules for the organisation of dormitories of Nazarbayev Intellectual Schools, approved by the decision of the Board of Nazarbayev Intellectual Schools of 01 June 2022 (Minutes No. 24) (hereinafter - the Rules), as amended and supplemented in accordance with the decisions of the Board of the Nazarbayev Intellectual Schools of 15 December 2022 (Minutes No. 63), 27 April 2023 (Minutes No. 18).

During this period, 120 applications were accepted.

Table 5.1 Information on students by category who applied for a dormitory place for the academic year 2023-2024.

Nopp	Category according to the Regulations	Number of students
1	Children from orphanages and children left without parental care, orphaned children	0
2	Students - children with disabilities	0
3	Students, one or both of whose legal representatives is disabled of group I or II	2
4	Disadvantaged children	0
5	Students whose legal representatives are classified as low-income citizens and are recipients of the TSA	0
6	Students who come from villages, settlements and towns (except for the town where the Intellectual School is located) located within the administrative subordination of the region where the Intellectual School is located, among whom 7th grade students have priority right.	68, of which 12 are 7th grade students
7	Students who come from villages, settlements and towns (except for towns in which the Intellectual School is located) not located in the territory of administrative subordination of the region in which the Intellectual School is located, among whom the priority right is given to students of the 7th grade.	9, of which 2 are 7th grade students
8	Students arriving from other cities of republican and regional significance.	37, of which 10 are 7th grade students
9	By decision of the Board of the AEO	2
10	For a fee	1

11	Rejected	1
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In December 2023, the necessary documents were collected to expand the living rooms. From January 2024, the capacity of the dormitory increased to 136 beds.

In addition, places for accommodation in the dormitory were provided to seventh grade students enrolled from the reserve list on the basis of extracts from the minutes of meetings of the Board of "Nazarbayev Intellectual Schools" (№ 59 from 26.12.2023, № 3 from 11.01.2024).

Table 5.2 Information on students by category who applied for a dormitory place for the academic year 2023-2024 from the reserve list.

Nopp	Category in accordance with the Regulations	Number of students
1	Students who come from villages, settlements and towns (except for the town where the Intellectual School is located) located within the administrative subordination of the region where the Intellectual School is located, among whom 7th grade students have priority right.	11
2	Students who come from villages, settlements and towns (except for towns in which the Intellectual School is located) not located in the territory of administrative subordination of the region in which the Intellectual School is located, among whom the priority right is given to students of the 7th grade	5

Table 5.3 Population of students of the dormitory for the academic year 2023-2024 by grade and gender as of 20.03.2024

No	Design capacity	Number of applications received	Number of places provided as of 20.03.24.	total population		by grade					
				boys	girls	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
1	136	145	129	76	53	40	31	17	11	17	13

5.2. TEACHING STAFF OF THE BOARDING SCHOOL

According to the basic staff schedule, there are 7 educators and 4 assistant educators for 120 students in the dormitory.

In September a educator Orazkhan A. was hired, during the year there was a rotation between the main teaching staff:

	Name of employee, reason for leaving	Name of employee, reason for withdrawal
1.	Zeinoldina A.Z., maternity leave for a child up to 3 years old	Orazkhan A. in place of Zeinoldina A.Z.
2.	Orazkhan A., at his own request	Kuranbayev K.B. transfer from the post of a

		teacher
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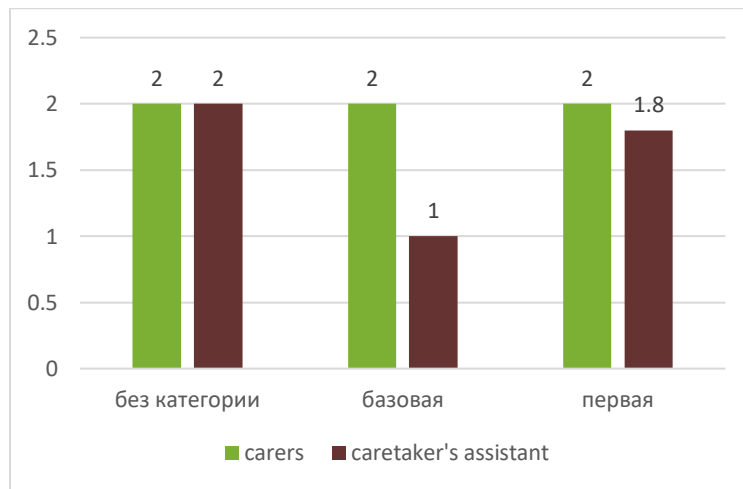
During the whole academic year, one vacancy was opened for assistant educators. None of the applicants passed the competition held in the summer of 2023.

QUALITY COMPOSITION OF TEACHING STAFF AND SUPPORT STAFF

There are 2 educators on maternity leave to care for a child under the age of 3.

Kanapina N.B. - the educator of the 4th group in this academic year passed the planned certification of pedagogical staff and confirmed the basic category of pedagogical staff and persons equated to them.

Figure 5.1 Confirmation of qualifications by educators and assistant educators in the 2023-2024 timeframe.



The number of teaching staff with academic degrees remained at the same level.

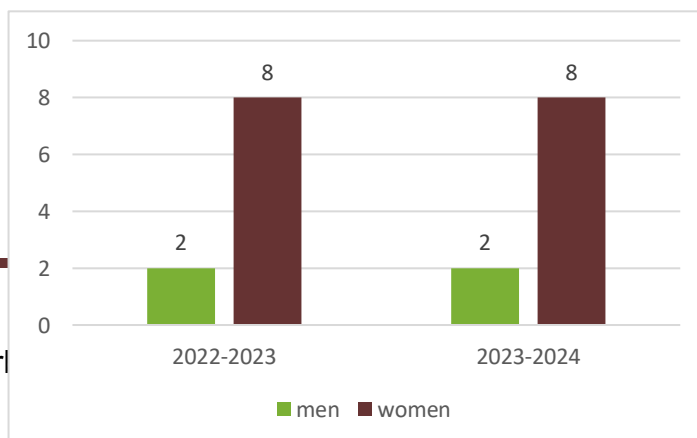
Table 5.4 Academic degree of dormitory teaching staff in the 2021-2023 section.

Academic degree	2021	2022	2023	2024
Master	3	3	5	5
Second higher education			1	1

GENDER COMPOSITION

The gender ratio remained at the same level as in the 2022-23 school year. The data for the two years are shown in the chart below.

Gender composition



MONITORING OF TEACHERS' LANGUAGE COMPETENCES

In order to implement the Development Strategy of AEO "NIS-2030" and according to the requirements of the calligraphic characteristics, the teaching staff of the dormitory pass the kaztest. At the end of 2023-24 academic year there are the following indicators:

Table 5.5 Current situation on availability of Kaztest certificates as of 01.06.2023

№	2023	quantity	A2	B1	B2	C1	B/S.
1	Educator	7		2	1	1	2
2	Assistant educator	2	1	2			

COORDINATING EDUCATORS:

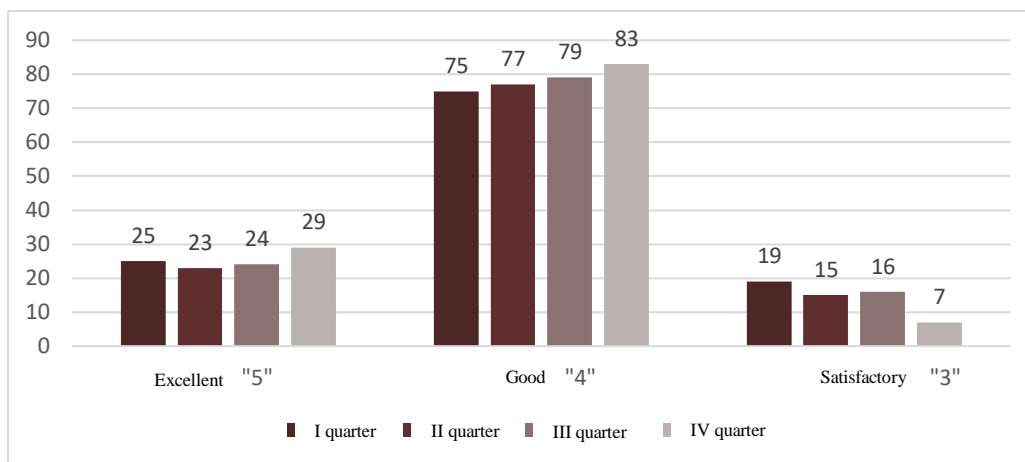
Coordination among educators

NAME	coordination
Skakova T.K.	Head educator, discipline coordinator
Dyusyupova Zh.N	Parenting co-ordinator
Dairbayeva A.K.	Girls' Council Coordinator, Project Coordinator
Rakhmetova M.A.	Circle work coordinator, Coordinator for control of students' lockers
Kanapina N.B	School community co-ordinator
Toigabylova A.Ye.	Catering Coordinator, Dormitory Website Coordinator, Facebook
Kuranbayev K.B., Ibrayev A.M.	Boys' Council Coordinator

SUCCESSFULNESS

The educators organised self-preparation hours to prepare homework. There is joint work between the educator and the subject teacher. Counselling and extra hours are assigned to students according to their needs. The quality of knowledge at the end of the year increases by 36 per cent on average.

Analysis of academic performance by dormitory groups for the academic year 2023 - 2024



SAFETY TECHNOLOGY

Great attention is paid to the safety and well-being of students living in the dormitory. At the first parents' meeting and during individual visits, parents are familiarised with all the rules (safety, dormitory rules, medical requirements, etc.).

Educators together with the safety inspector conduct evacuation drills in case of fire and earthquake. The main purpose of the training is to check the readiness of students and dormitory staff to carry out a quick and safe evacuation in case of a fire in the school. Step-by-step evacuation instructions were developed for the dormitory staff.

DORMITORY MEDICAL SERVICE

Medical staff check students' medical certificates at the time of admission. Every weekend a medical examination is conducted to check for skin diseases, absence of stabbing and cutting wounds on the body. Thus, for the school year 2023-2024 there were:

Table 5.6 List of students' requests to health care providers

Types of references	Number of references
Referrals of children to the health centre	262
Injuries and contusions	58
Allergic reactions and dermatitis	11
Acute menstrual disorders (abdominal pain)	18
Gastrointestinal tract	28
Nosebleed	8
Respiratory organs	102
Calls to the ambulance brigade: (bruised foot joint, functional disorder of the gastrointestinal tract)	4
other	37

During the period of students' residence in the dormitory, medical staff daily monitor the living rooms, bathrooms, corridors, cleaning equipment room, basement for sanitary condition, compliance with the schedule of current and general cleaning, temperature regime.

According to the educational work plan, medical workers held talks, meetings, and first aid training for students and staff:

- ✓ Adolescent personal hygiene.
- ✓ Food poisoning.
- ✓ Prevention of acute respiratory infections
- ✓ Prevention of hepatitis A
- ✓ Seasonal allergies. Pollinosis.
- ✓ Sexuality education for girls (Menstrual cycle).

This academic year there were questions from parents about the list of prohibited foods, which are prescribed in the sanitary rules and regulations. For the next academic year it is necessary to develop a step-by-step instruction for the duty educator, medical worker on the reception of home-made products, as well as to bring to parents the list of prohibited products in the dormitory.

5.3. EXTRACURRICULAR ACTIVITIES OF THE BOARDING SCHOOL

Based on the dormitory's educational work plan, each educator prepares a plan of work with the group, which is aimed at the development of communication skills, self-care skills, social activity and global citizenship. The development of a culture of global citizenship in the dormitory is justified by the current situation in the world. The main activities of the school within the framework of global citizenship development are aimed at active volunteering, participation in competitions and projects. The teachers of the dormitory implemented the project "Zhakhandyk balalar adebiyatin madeniyetaralyk kurrikulum negizi boyynsha okytu", the purpose of which is to awaken students' interest in reading books of the best foreign literature, the formation of global competence of students.



Project "Zhakhandyk balalar adebiyatin madeniyetaralyk kurrikulum negizi boyynsha okytu".

The aim of educational work in the dormitory is to create an atmosphere of trust and friendship through group trainings, activities and other forms of work. An important aspect in the

work of the dormitory is the adaptation of newly arrived students and seventh-graders. The educators of each group hold events to acquaint students with each other, to form mutual respect and cooperation. In this way, support is provided during the period of students' adaptation to the new environment.



ACTIVITY

Weekend organisation is interesting with outings to parks, cinemas and other cultural places in the city. Events are organised with picnics, dance flash mobs and outdoor games.



WEEKEND ORGANISATION. "ETHNOPARK"

The students continue to be actively involved in club activities of the dormitory. This academic year the educator Dyusyupova Zh. N. implemented a new club "Vyazunchik", where students learnt to crochet decorative dolls made of velour.

Table 5.7 List of clubs and sections of the dormitory 2023-2024 years

No	NAME	Clubs
1.	Skakova T.K.	"ISMER" - cutting and sewing club.
2.	Dairbayeva A.K.	"Zhas Aspaz" cookery class.
3.	Dyusyupova Zh.N	"Vyazunchik."
4.	Rakhmetova M.A.	"Qamshyger" - kamchi weaving.

5.	Kanapina N.B	"Sheber Koldar" - working with wool.
6.	Toigabylova A.Ye.	"Soap fantasy" - soap-making club.
7.	Ilyashova A.K	"Jas kalamger".
8.	Ibraev A.M.	"White Rook" chess club.
9.	Okanova G.S. Ilyashova A.K.	"Sandi Aru" - jewellery for girls.

The annual "Club Fair" among students of 7-9 grades has become traditional. Leaders present presentations of the club, students get answers to their questions. Each student signs up for a group activity by interest.



Presentation of clubs

In September 2023, the dormitory staff showed their work to the CIS team visit. The visit was presented to the dormitory's capabilities in organising the safety and well-being of students. As a result of the CIS visit, the dormitory team received high praise and excellent feedback from international experts.



Meeting with international CIS experts

SELF-GOVERNANCE OF THE DORMITORY

The work of the dormitory self-governance is realised on the basis of an annual action plan. It consists of the ministers of public relations, culture, sports, etc. under the guidance of the dormitory president.

During the year, members of self-governance organised a chess tournament to promote healthy lifestyles. Everyone took an active part in the competition.



Chess tournament



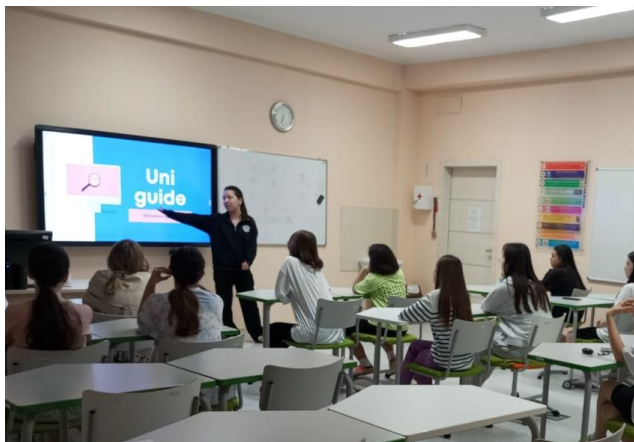
The competition in the form of a relay race "Sport and Me" was organised by the Minister of Sport

Traditional events of the self-government are "Birthday Boy's/Girl's Day", "Boursak Fest", "Bye, bye party" and other equally interesting holidays, which are accompanied by an entertainment programme and a dance party.



Dedication to seventh-graders

Aiganym Akhmetova, a scholarship holder of leading foreign universities, this year's graduate, who has been living in a dormitory for 4 years, shared her experience with the students about the ways of entering foreign universities, requirements and collection of necessary documents. She provided a list of reliable websites full of useful information, pointing out the main points to pay attention to when choosing a university. Our middle school students found answers to many questions and expressed their gratitude to Aiganym.



Training seminar

DORMITORY PROJECTS

The "AQYL TIME" project was continued in the academic year. One of the evenings within the project was the 80th anniversary of the writer Oralkhan Bokey. The project gave an opportunity to compete in intellectual abilities to 5 groups of students and parents, who during the game answered interesting questions about the life and work of Oralkhan Bokey. The participants expanded their knowledge about the compatriot writer.

A nursing home in Akzhar village remains a social object, which students have been running for 5 years. 2 times a year students of the dormitory send their gifts to the residents of the house, give them video congratulations. The contract with the kennel for homeless dogs is prolonged. Both students and teachers of the school actively participate in the campaigns.

PARENTAL CO-OPERATION

The 1st of September starts with the parents' meeting of the dormitory, where the school principal and the head of the dormitory acquaint the legal representatives of the students with the rules of residence, daily routine and rules of behaviour of the students. At the end of the meeting, the parents who actively participate in the life of the dormitory were given letters of thanks.

Over the past academic year, the educators have done a lot of work aimed at the well-being of the students. New ideas were introduced and implemented through activities, competitions and contests. Parents were involved in teaching students new skills in creative work. The self-government team of the dormitory, which will be re-elected in the next academic year after two years, worked actively.

The educators conducted campaign work to attract students from rural areas to NIS. The work was carried out through parents and students.

Alongside this, there are suggestions for improving the dormitory's operations:

- ✓ to develop step-by-step instructions for the educator on duty;
- ✓ medical workers are to develop a list of prohibited products in the dormitory and communicate it to parents;
- ✓ to train educators in Soft Skills courses to work with students and parents in the new format.

These and other tasks will further improve student safety conditions and build trust between parents, students and educators.

6. PSYCHOLOGICAL SERVICE

6.1. WORK OF THE PSYCHOLOGICAL SERVICE

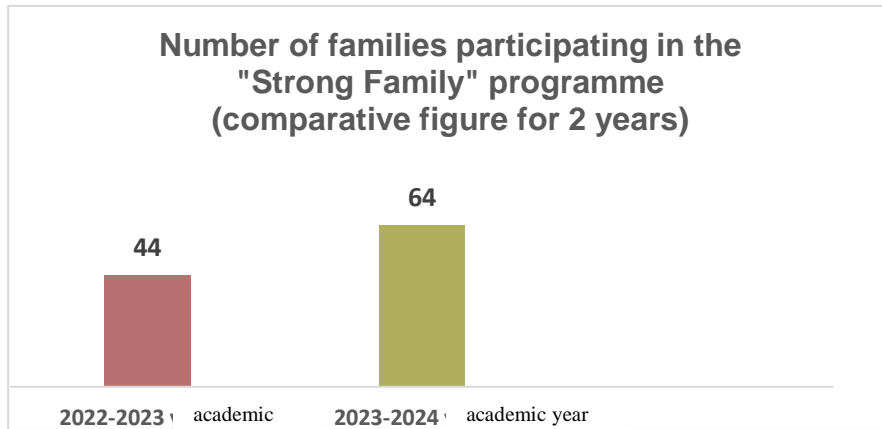
The Psychological Service of the school operates based on the development plan of NIS 2023-2025 framework. The legal and regulatory framework for ensuring well-being at the school includes key documents such as the "Standard Regulations on the Psychological Service of NIS Affiliates," the "Standard Regulations on the Activities of the Psychological-Medical-Pedagogical Consultative Council at NIS," the "Safety Rules at NIS Affiliates," the "Policy for the Protection of Students at NISH Affiliates," and the "Policy for Protection from Sexual Exploitation, Sexual Abuse, and Discrimination on Any Grounds at NIS, its Affiliates, and Subsidiary Organizations."

The psychological service comprises three educational psychologists. Its primary aim is to support and enhance the mental health and well-being of participants in the educational process. This is achieved by organizing a comprehensive system of psychological and pedagogical support that facilitates adaptive behavior, addresses developmental challenges, reduces learning and work-related stress, and assists in life self-determination, including subject and career choices.

6.2. IMPLEMENTATION OF WELL-BEING PROJECTS

To achieve the objectives of the Psychological Service (PS), the following programs are implemented:

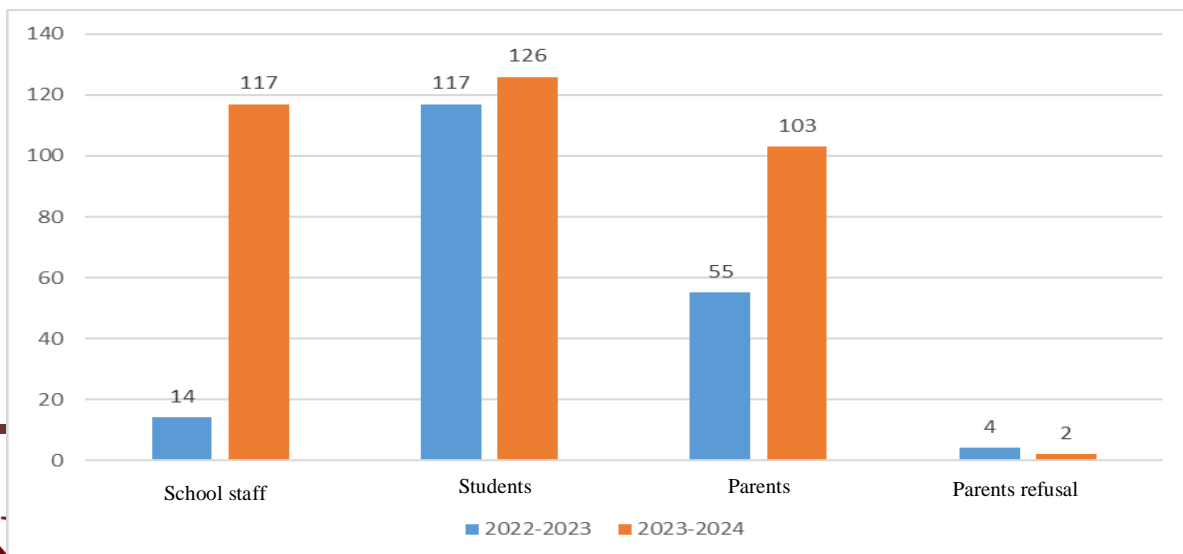
- ✓ **Adaptation Program for Newly Arrived Students (7th Grade):** During the adaptation period, activities are conducted to study individual characteristics, foster class cohesion, and prevent school maladaptation. Upon completion of the program, monitoring of student adaptation revealed that 85% of students have a high level of adaptability, 15% have a medium level of adaptation, and there are no students with a low level of adaptability. Based on the results of each assessment conducted in the 7th grades, analytical reports, differential class maps, and recommendations for teachers were developed.
- ✓ **Parenting Strengthening Program "Strong Family" (UNODC) (7th Grade):** This program consists of seven training sections and aims to reduce family factors that may later lead to behavioral deviations in adolescents, as well as to develop positive relationships between them and their parents. This academic year, the program was successfully implemented, and for the first time, a booster session was conducted to reinforce the knowledge and skills acquired in the "Strong Family" program.
 - This academic year, 64 families participated in the "Strong Family" project. At the final session, each family that took part in the program was awarded certificates from the school.
 - Quantitative indicators of participants in the "Strong Family" program.



✓ **Suicide Prevention Among Adolescents" Program (UNICEF) (8th Grade):** This program aims to strengthen the mental health of adolescents.

- For Component I, school staff training focused on recognizing students in stressful situations and providing support when necessary. A student in a difficult situation should know how and where to seek help from professionals. A total of 117 school staff members were trained.
- Parent information about the program was provided through parent meetings in each class according to an approved schedule. The number of participating parents was 103.
- The identification of students exhibiting destructive behavior was carried out through a basic questionnaire administered by the Educational Medical Center (EMC). After the assessment, interviews were conducted with students identified as a potential risk group.
- For Component III, interactive sessions were conducted for 8th-grade students, consisting of three interactive lessons titled "Influence Your Mood and Improve It." A total of 126 students participated in the training.

Number of participants in the programme "Prevention of Destructive Behaviour of Adolescents"



- ✓ **Program for Reducing Pre-Exam Stress "Stay Calm"**: This program aims to foster a positive emotional attitude toward exams among students, develop self-regulation skills, and reduce anxiety levels in school, providing psychological and pedagogical support. A total of 111 students from 10th grade and 79 students from 12th grade participated in the program.
- ✓ **Career Guidance Programs "Psychotechnology of Success" and "Managing the Future"**: These programs are designed to enhance the adaptive mechanisms of 11th and 12th-grade students by developing practical skills that facilitate problem-solving related to changes in their environment. After completing their schooling, students enter an environment with different orders, rules, and interaction methods. Graduates from previous years highlighted the most important needs, knowledge, and competencies necessary for future students to successfully adapt to university life, in another city, or in another country. The program serves as a starting point for developing essential adaptive qualities in graduates.
- ✓ **Elective Personal Development Course "Being Yourself and Living with Others"**: This program is designed for 7th and 8th graders in intellectual schools. The goal is to develop students' personal competencies through fostering independence, personal responsibility for their actions, problem-solving skills, and adaptive behavior. All 7th-grade students participated in the elective course - 128 students in the first semester. In the second semester, the course was completed by 8th-grade students - 126 students. As a result of the program, students noted that the course teaches them to perceive themselves and others with tolerance and positivity, be confident in their abilities, and strengthen their self-esteem.
- ✓ **Implementation of Case Management in School: Collaboration for the Student**: The goal of case management is to provide the most effective educational, psychological, medical, and social services, meaning the school's ability to enhance students' life opportunities by improving their academic performance and overcoming adverse factors in the psychosocial context. This academic year, based on the results of the initial assessment, two cases were opened at our school. Together with case managers, individual development and support plans for the children were developed. This requires further in-depth work

6.3. DISSEMINATION OF EXPERIENCE OF EDUCATIONAL PSYCHOLOGISTS

- ✓ Workshops and seminars for disseminating the psychological work experience of NIS were held at both the republican and regional levels. At the republican level, psychologists conducted workshops and training sessions for educational psychologists and social educators from the Karaganda region on the topic of "Prevention and Crisis Assistance in Cases of Child Abuse."
- ✓ Participants at the regional level included teachers from KGU "Secondary School Named After M. Auezov" in the Zaisan District and KGU "Secondary School Named After Abay" in the Tarbagatai District. During the seminars, practices for reducing academic and work-related stress were organized.

- ✓ According to the developed program for the training of the personnel reserve, on November 17, 2023, psychologists held a seminar on supporting the psychological health of the school community, preventing bullying, conflict resolution, and providing psychological support in students' professional orientation.
- ✓ On November 7, 2023, a seminar on "Experience Exchange Among Deputy Directors for Academic Work on Managing the Educational Process in Schools" included a training session on "Supporting Mental Health: Prevention of Stress and Burnout."
- ✓ At the end of each event, participants provided positive feedback.

6.4. PROFESSIONAL DEVELOPMENT SYSTEM FOR EDUCATIONAL PSYCHOLOGISTS

Table 6.1: Names of Professional Development Courses and Participants for the 2023-2024 Academic Year

№	Name of course	Participants
1	Introduction of case management into the practice of the education system of Intellectual Schools	Seilgazinova A.M.
2	KIVA anti-bullying programme	Seilgazinova A.M.
3	International course on "Innovative Technologies in Education as a Means of Improving the Quality of Education" and "Emotional Environment for the Harmonious Development of the Teacher's Personality" LTD "International Cooperation and Continuing Education"	Kairoldinova A.M.

In the 2023-2024 academic year, a total of 315 consultations were conducted for students, 94 for teachers, and 41 for parents. The number of students seeking psychological help has been rapidly increasing each year.

Since the primary demographic is children and adolescents, most requests are related to subjective experiences concerning relationship difficulties, career guidance, academic performance, learning motivation, and self-acceptance issues.

Analyzing the activities of the psychological service in the 2023-2024 academic year, priority issues were identified, and the following solutions are planned for the next academic year:

1. **Implementation of Case Management in the Educational Process:** Involve all school personnel (administration, teachers, caregivers, mentors, psychologists, etc.) in the implementation of case management; carefully document cases and conduct regular case conferences.
2. **Implementation of the KiVa Anti-Bullying Program.**

3. **Strengthening Psychological Awareness Work with Parents and Teachers on Relevant Topics** (bullying, mental health, and other topics).

7. EDUCATION QUALITY ASSESSMENT

7.1. RESULTS OF EXTERNAL SUMMATIVE ASSESSMENT

Analysis of results of external summative assessment on results of high school (12th grade) in 2023 - 2024 academic year NISH HBN Ust-Kamenogorsk city.

On June 11, 2024, the results of the external summative assessment for 12th-grade students at NIS CHB in Ust-Kamenogorsk were received. Due to the low results and threshold scores, three appeals were submitted by students; however, there were no changes in the outcomes following the appeals.

In general, regarding subject performance, the 12th-grade students demonstrated the following results:

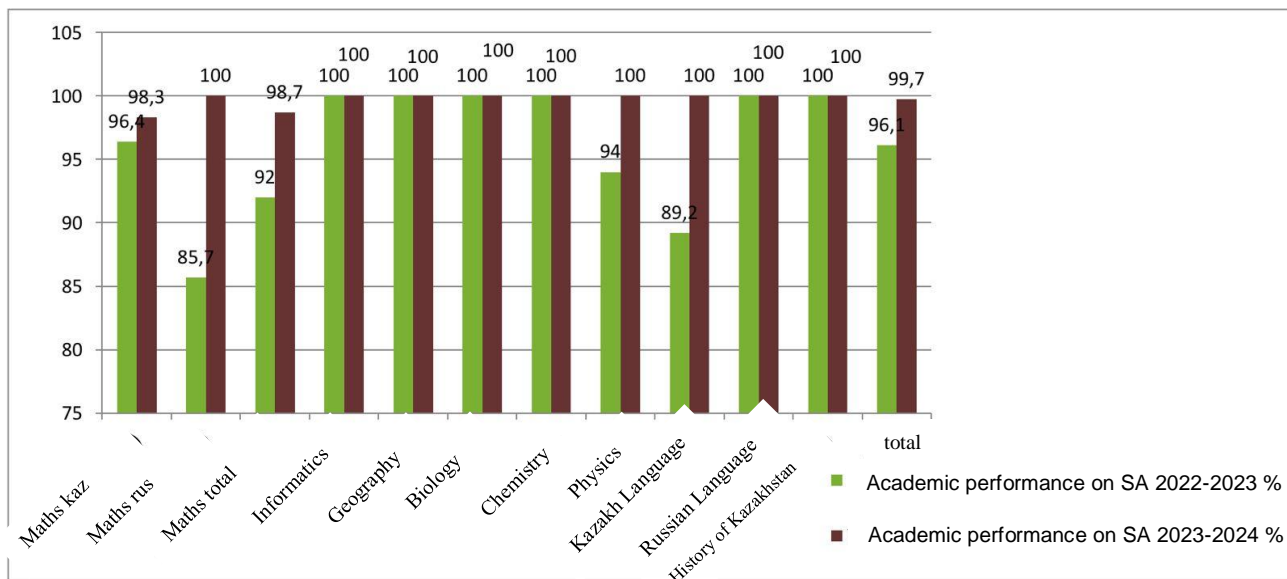
Table 7.1 SA compared to 2022-2023 results and 2023-2024 external SA results.

Subject	Total number of students	"5"	"4"	"3"	"2"	Achievement by SA 2023-2024%	Achievement on SA 2022-2023%	Difference in % compared to 2023 performance +/-	Quality of knowledge by SA 2023-2024%	Quality of knowledge on SA 2022-2023%	Difference in % compared to quality 2023	Quality of knowledge 2023-2024 YEAR	Difference in % compared to the quality of JI in 2024 +/-
Mathematics (kaz)	60	18	29	12	1	98,3	96,4	1,9	78,3	67,8	10,5	100	21,7
Maths (rus)	19	13	5	1	0	100	85,7	14,3	94,7	66,6	28,1	100	5,3
Maths total	79	31	34	13	1	98,7	92	6,7	82,3	67	15,3	100	17,7
Informatics	33	5	20	8	0	100	100	0	75,8	82,6	-6,8	100	24,2
Geography	26	23	3	0	0	100	100	0	100	100	0,0	100	0,0
Biology	30	21	7	2	0	100	100	0	93,3	100	-6,7	100	6,7
Chemistry	46	28	14	4	0	100	100	0	91,3	100	-8,7	100	8,7

Physics	49	23	20	6	0	100	94	6	87,8	93,5	-5,7	100	12,2
Kazakh language	60	8	47	5	0	100	89,2	10,8	91,7	89,2	2,5	100	8,3
Russian language	19	3	16	0	0	100	100	0	100	85,7	14,3	100	0,0
History of Kazakhstan	79	18	50	11	0	100	100	0	86,08	85,7	0,4	100	13,9
		160	211	49	1	99,9	97,2	2,6	89,8	89,3	0,5	100,0	10,2

Overall, there is a slight difference in achievement and quality of knowledge at the end of the external SA in most subjects compared to the last academic year 2022-2023.

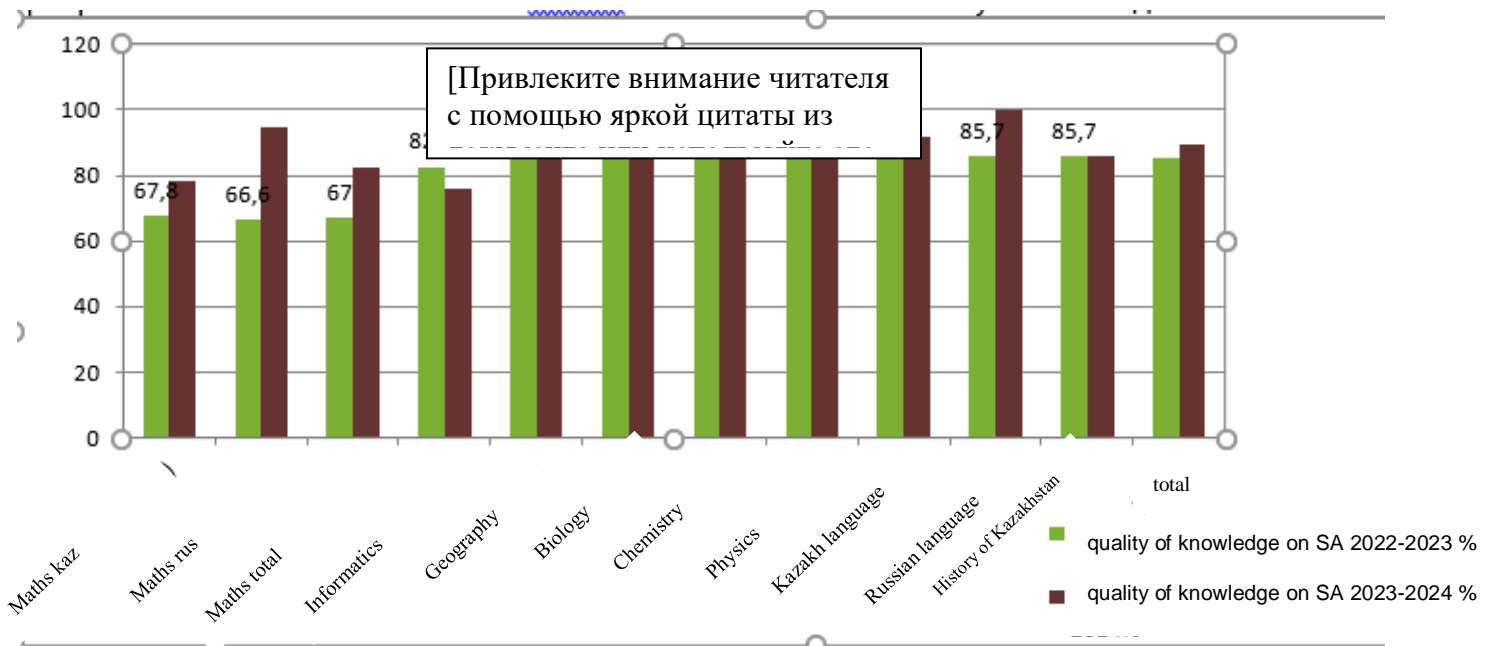
Diagram 7.1. Academic performance at the end of the SA for the 2022-2023 and 2023-2024 school years.



The comparison of knowledge quality between this year and the previous year indicates stability in geography, maintaining a perfect score of 100%. Mathematics showed a notable improvement, with an increase of 10.5% in Kazakh and 28.1% in Russian, resulting in an overall rise of 19.3% in mathematics. Additionally, the Russian language experienced a 14.3% increase, while the Kazakh language saw a modest rise of 2.5%. History of Kazakhstan showed a slight increase of 0.4%.

However, there was a significant decline in quality in several profile subjects compared to the 2022-2023 academic year: chemistry decreased by 8.7%, computer science by 6.8%, biology by 6.7%, and physics by 5.7%. Overall, the total increase in the quality of knowledge was minimal, at just 0.5%.

Diagram 7.2 representing the quality of knowledge results based on Summative Assessment for the 2022-2023 and 2023-2024 academic years:

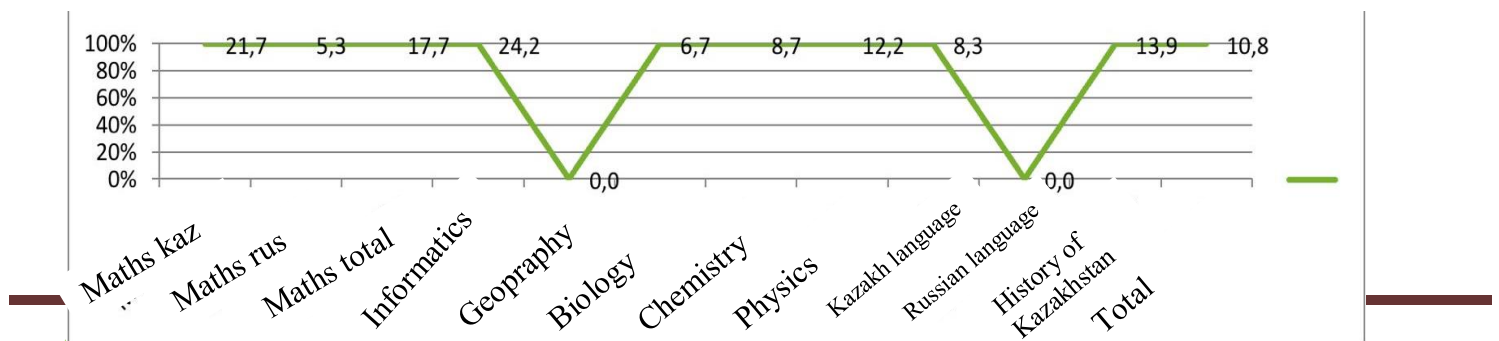


The analysis of knowledge quality based on internal and external summative assessments reveals an average gap of **10.8%** between the two forms of assessment. This gap indicates differences in the level of requirements or assessment criteria, leading to an overestimation of results in internal assessments compared to external ones.

• IN GEOGRAPHY AND RUSSIAN LANGUAGE.	THERE IS NO GAP
• IN MATHS (RUSSIAN), BIOLOGY, CHEMISTRY, KAZAKH LANGUAGE.	UP TO 10% GAP
• IN MATHS (RUSSIAN AND KAZAKH), PHYSICS, HISTORY OF KAZAKHSTAN.	UP TO 20% GAP
• IN MATHS (KAZ) AND COMPUTER SCIENCE.	MORE THAN 20%

Diagram 7.3. Gap between external and internal SA by subject

The gap between internal and external summative assessments (SA) in percentage for the 2023-2024 academic year



The gap in overall knowledge quality, taking into account the status of students, was **35.5%**. A total of **26 students** received **48 grades of "3"** (satisfactory).

Table 7.2. Gap analysis on internal and external evaluation

Network position of the school	Internal SA		External SA		Difference between internal and external assessment	Quality of knowledge and performance	
	Academic performance	Quality of knowledge	Academic performance	Quality of knowledge			
1	100	100	99	65,8	-1	-34	91

Table 7.3: Number of "3" Grades by Students

Number of grades "3"	Number of threes
One	14
Two	8
Three	3
Four	2
Five	1
grades "3"-49	26 students

The analysis of results based on the distribution of letter grades shows relative stability in the proportion of positive grades. There is a slight increase in the share of **B** grades and a decrease in **C** grades, indicating an overall positive trend. Additionally, improvements are observed in the lower grades **E** and **U**. However, there is a concerning rise in the proportion of **D** grades.

Table 7.4. Analysis of the proportion of letter grades.

proportion	A*	A	B	C	D	E	U
2019	13,5	21,5	29,5	22,3	8,3	3,4	1,4
2023	16,8	18,7	24,4	26,7	8,4	3,4	1,5
2024r	16,0	19,7	26,9	22,8	11,5	2,3	0,8

Diagram 7.4 Analysing the proportion of letter grades.

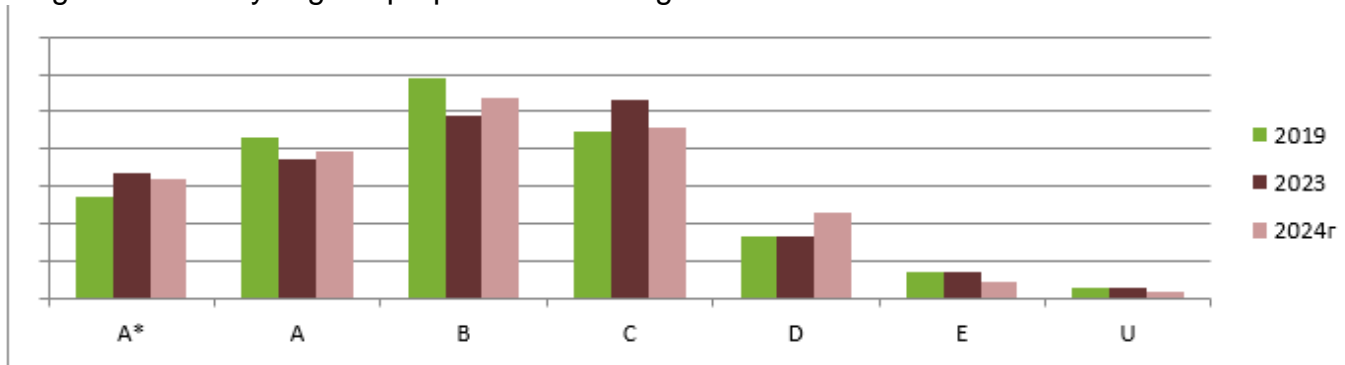


Table 7.5. Analysis of SA results by subjects and components

	Component	A*	A	B	C	D	E	U	Quality of knowledge %
Biology	I	22	2	4	1	0	0	0	100
	II	6	11	4	6	1	1	1	90
	III	7	13	7	1	0	1	0	97
	I-III total	10	11	2	5	2	0	0	93
	Percentage	33	37	7	16	7	0	0	93
Geography	I	13	8	4	1	0	0	0	100%
	II	17	7	1	1	0	0	0	100%
	I-II total	14	9	3		0	0	0	100%
	Percentage	54	35	11		0	0	0	100%
Physics	I	6	15	15	9	3	1	0	92
	II	15	9	8	4	10	3	0	73
	III	15	20	8	4	2	0	0	96
	I-III total	12	11	11	9	4	2	0	88
	Percentage	24	23	23	18	8	4	0	100%
Chemistry	I	23	5	7	7	3	1	0	91,3%
	II	20	5	7	10	2	2	0	91,3%
	III	26	8	5	2	4	0	1	89,1%
	I-III total	20	8	5	9	4	0	0	91,3%
	Percentage	43	17	11	20	9	0	0	
Maths	I	23	19	19	10	5	3	0	90%
	II	24	19	18	12	3	2	1	92%
	III	4	10	16	15	18	10	6	57%
	I-III total	13	18	18	16	10	3	1	82,2%

	share	16,4	23	23	2	13	4	1,2	
Russian language	I	1	4	9	5	0	0	0	100%
	II	2	2	5	7	3	0	0	84%
	I-II total	0	3	9	7	0	0	0	100%
	Percentage	0	16	47	37				
Kazakh language 23	I	2	16	24	15	3	0	0	95
	II	0	4	25	21	9	1	0	60
	I-II total	0	8	28	19	5	0	0	91,7
	Percentage		13	46	31	8	0	0	0
Informatics	I	0	7	14	6	6	0	0	82
	II	5	8	7	9	4	0	0	88
	III	0	1	6	7	11	5	3	42
	I-III total	5	16	27	22	21	5	3	76
	Percentage	1,5	4,8	8,2	6,7	6,6	1,5	1	
History of Kazakhstan	I	12	9	15	10	20	8	5	
	II	2	21	46	9	-	-	-	
	I-II total	4	12	28	24	10	1	-	

Table 7.6. Analysis by Average score and components

Subject	Maximum score	Average school score by subject	Median	Mode
Maths	230	140.4_ kaz, 176_rus.	143.5 Kaz, 185 Russian	134 kaz, 196_russian
Informatics	200	100,7	101	97
History of Kazakhstan	100	65,5	65	59
Biology	180	95,7	100,5	116
Geography	130	94.1	97	97
Physics	170	91,9	93	74
Chemistry	170	100	105,5	71
Kazakh language	100	57	57	57
Russian language	100	45,7	45	38

The analysis of the average score compared to the shows no difference in the Kazakh language, a slight difference within 5 points in Computer Science and History of Kazakhstan, and up to 10 points in Geography, Mathematics (Kazakh), and Russian Language. In Biology and Mathematics (Russian), the mode is higher than the average score, indicating that a larger number of students achieved high marks. Conversely, in Physics and Chemistry, most students scored around or below the average, suggesting challenges in performance compared to the average score. Additionally, a correlation is observed between the average score and the median in nearly all subjects.

Analysis of Knowledge SA Quality based on Teachers

Based on the analysis by teachers, the following educators can be noted as having achieved 100% knowledge quality according to the results of the summative assessment, confirming their status as proactive teachers for the graduating 12th grade of the 2023-2024 academic year:

	Name of teacher	Quantity students	A*	A	B	C	D	E	U	Quality according to external SA
1	Smirnova T.Yu.	9	7	2	0	0	0	0	0	100%
2	Mukasheva K.K.	15	7	6	0	2	0	0	0	100%
3	Baiburov N.A.	14	8	5	1	0	0	0	0	100%
4	Sansyzbayev E.E.	12	5	5	2	0	0	0	0	100%
5	Mitina T.A.	16	11	2	1	2	0	0	0	100%
6	Zhukokova G.Zh.	19	0	3	9	7	0	0	0	100%

Table 7.7 Analyses by subject teachers in grades 12 of the 2023-2024 school year show the following:

Proactive teachers on external SA 12 grade	100% quality by external SA	Smirnova T.Yu. Mukasheva K.K. Baiburov N.A. Sansyzbayev E.E. Mitina T.A. Zhukokova G.Zh.
Teachers - leaders in external SA 12 grade	85-99% SA quality	Duanbaeva T.B. Slonova O.N. Duzbaeva M.B. Zhumagazinova N.T. Kambarov E.E. Popova M.V. Mukataeva G.K. Abilkasenov T.S.

			Imashpayev R A. Suleimenov O.Sh.
	Teachers - motivators for external SA 11 grade	75-84% SA quality	Kanapyanova S.Zh. Raisova B.T.

Analysis of Students with Grades "3" / "2"

According to the results of the summative assessment for the 2023-2024 academic year, there were a total of **1 grade of "2"** and **51 grades of "3"** across subjects. As a result, **13 students** completed the school year with **1 grade of "3."**

Table 7.8 Best students by results of SA by subject:

Subject	max External score	SA	Scoring and grading (A*/A) of the external SA	Student's name	Name of teacher
Biology	180		123A*	Kamila Baytykova	Mukasheva K.K.
Geography	130		108 (A*) 107 (A*)	Aankyzy Aruzhan Baidildina Erkezhan	Sansyzbayev E.E. Baiburov N.A.
Physics (RL)	170		137 (A*)	Seytkazina Erkezhan	Kambarov E.E.
Physics (KL)	170		127 (A*)	Aankyzy Aruzhan	Zhumagazinova N.T.
Chemistry (RL)	170		147 (A*)	Seytkazina Erkezhan	Mitina T.A.
Chemistry (KL)	170		136 (A*)	Tokhtar Shugyla	Popova M.V.
Maths Kaz	230		209 (A*)	Salim Tilek	Raisova BT
Maths Russ	230		216 (A*)	Mamynova Leyla	Smirnova T.Yu.
Maths Russ	230		215 (A*)	Seitkazina E.	Smirnova T. Yu.
Maths Russ	230		209 (A*)	Pishchalnikova P.	Smirnova T. Yu.
Maths Russ	230		205 (A*)	Arlan Kairkanov	Smirnova T.Yu.
Maths Russ	230		202 (A*)	Adylbayeva Marzhan	Slonova O.N.
Kazakh Language	100		74	Aida Shurenova	Mukataeva G.
History of Kazakhstan	100		82	Aibolatova A Sagynbekova A	Imashpayev R A
History of Kazakhstan	100		88	Adylbayeva M	Abilkasenov T.S.
Informatics	200		143(A*)	Kisamgalieva A	Suleimenov O Sh

High School Leaving Certificates with Honors and Certificates Issued to Candidates Awarded the "Altyn Belgi" Badge

In the 2023-2024 academic year, **6 students (7.5%)** from the 12th grades at NIS ChB in Ust-Kamenogorsk applied to receive the "Altyn Belgi" badge, while **15 students (19%)** applied for the high school graduation certificate with honors. All candidates confirmed their final grades by the end of the year. However, grades from the external assessments were not confirmed for **5 candidates** for the "Altyn Belgi" badge and for all candidates seeking the certificate with honors. **9 candidates** had grades that were not confirmed in one subject. **9 candidates** had grades that were not confirmed in 2-3 subjects. **3 candidates** had grades that were not confirmed in almost all subjects for both the "Altyn Belgi" badge and the certificate with honors.

Table 7.9. Statistics on certificates issued to students awarded with "Altyn Belgi" badge and certificate with honours for the academic year 2023-2024.

Candidates:	Quantity	Excellent students according to the results of external SA	1 rating 4	2-3 marks 4	4-5 grades 4 (all)
On AB.	6	1	3	2	1
On the Certificate with honor	15	0	6	7	2
	21	1	9	9	3

Table 7.10. Statistics on Certificates Issued to Candidates of the "Altyn Belgi" Badge and with Honors by Year

year	Total	"Altyn Belgi"		Honours certificate	
		Total	%	Total	%
2012	80	16	20	4	5
2013	124	38	30,6	12	9,7
2014	90	13	14,4	1	1,1
2015	67	7	10,4	3	4,5
2016	106	3	2,8	5	4,7
2018	79	4	5,1	4	5,0
2019	75	14	18,7	5	6,7
2020	97	8	8,2	14	14,4
2021	100	10	10	8	8
2022	99	9	9	10	10,1
2023	49	5	10,2	4	8,1
2024	79	6	7,5	15	19

Total	1045	133		85	
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* there was no graduation in 2017, due to the transition to 12-year education

Based on the results of the 2023-2024 academic year, there is a trend of a **3% decrease** in the proportion of candidates for the certificate awarded to recipients of the "Altyn Belgi" badge. Conversely, there has been an **11% increase** in the proportion of candidates for the certificate with honors compared to the previous year. This shift is attributed to the tightening of regulations surrounding the awarding of these distinctions.

Analysis of External Summative Assessment Results for High School (10th Grade) in the 2023-2024 Academic Year at NIS of ChB in Ust-Kamenogorsk

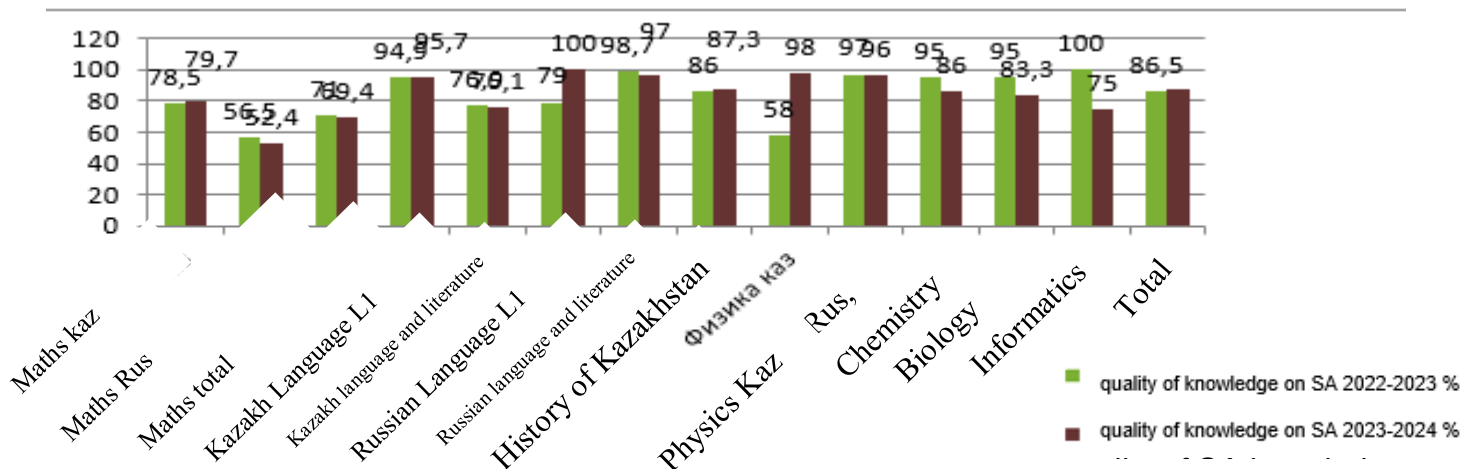
On June 25, 2024, the results of the external summative assessment for 10th-grade students at NIS HBN in Ust-Kamenogorsk were received, excluding any appeals. A total of **6 appeals** were submitted by students; however, there were no changes to the results following the appeals process. Overall, when examining the subject areas, 10th-grade students demonstrated the following results in the summative assessment compared to previous years and the results of the external summative assessment for the 2023-2024 academic year:

Table 7.11. External SA results compared to the year's results:

Subject	Number of students	"5"	"4"	"3"	"2"	Quality of knowledge% by SA 2023-2024	Quality of knowledge% YEAR 2023-2024	Academic performance% FROM 2023-2024%	Academic performance% YEAR 2023-2024%	Comparison with external SA previous year 2022-2023
Maths Kaz	69	24	31	13	1	79,7	98,4	98,5	100	78,5
Maths Russ	42	7	15	19	1	52,4	94	98	100	56,5
Maths total	111	31	46	32	2	69,4	96,2	98	100	71
Kazakh language (L1)	69	13	53	3	0	95,7	100	100	100	94,9
Kazakh language and lit (L2)	42	8	24	10	0	76,1	97,6	100	100	76,9
Russian language (L1)	42	7	35	0	0	100	100	100	100	79
Russian language and lit (L2)	69	35	32	2	0	97	100	100	100	98,7
History of Kazakhstan	111	13	84	14		87,3	100	100	99	86

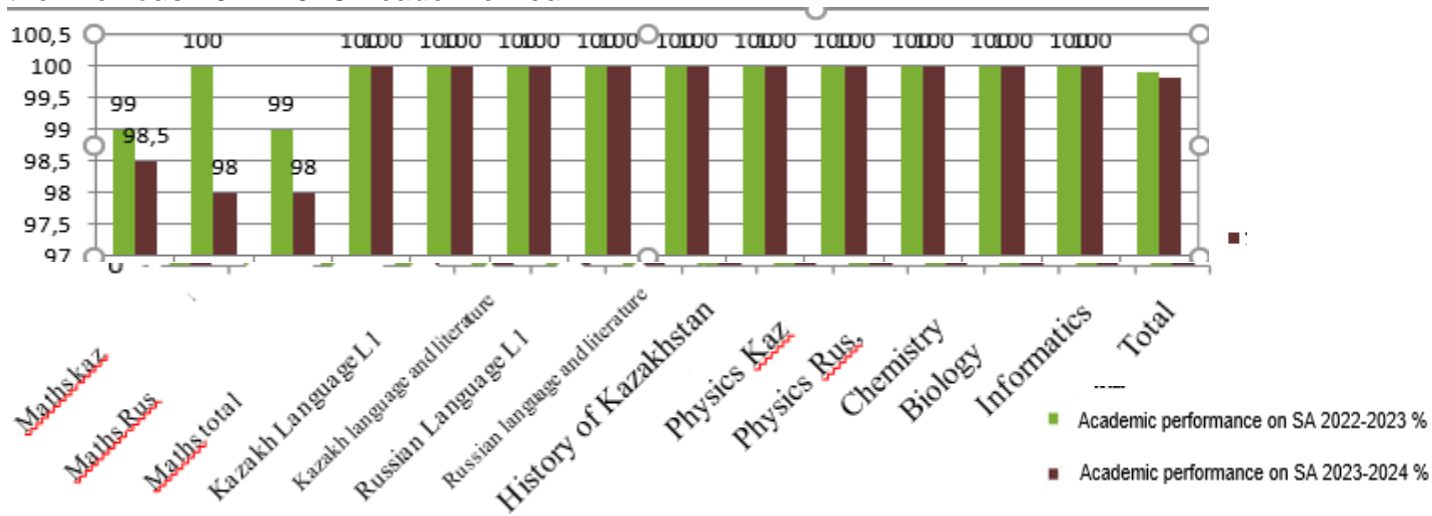
Kaz physics	42	27	14	1	0	98	98	100	100	58
Physics Russian	23	9	13	1	0	96	100	100	100	97
Chemistry	36	15	16	5	0	86	100	100	100	95
Biology	6	1	4	1	0	83,3	100	100	100	95
Informatics	4	2	1	1	0	75	100	100	100	100
	467	152	255	58	2	84,6	98,8	99,6	100,0	99,8

Diagram 7.5. Comparison of the quality of knowledge in external SA with the previous academic year 2022-2023.



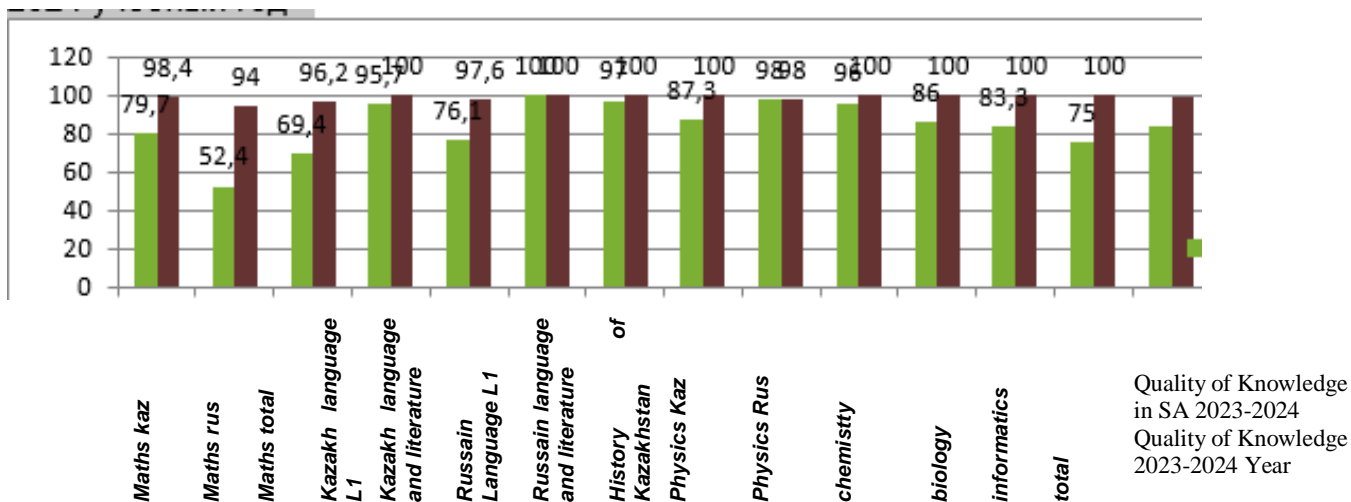
The comparison of knowledge quality in the external summative assessment with the previous 2022-2023 academic year shows a significant increase in quality for physics, with a rise of **40%** for students taught in the Kazakh language. There was also an improvement in the Russian language (Language 1). However, there was a decline in chemistry, biology, and computer science, with decreases ranging from **10% to 25%**.

Diagram 7.6: Comparison of Academic Performance in External Summative Assessment with the Previous 2022-2023 Academic Year



The comparison of academic performance in the external summative assessment with the previous 2022-2023 academic year shows a slight decrease of **1%** in mathematics taught in the Kazakh language and a **2%** decrease in mathematics taught in the Russian language. This resulted in an overall decline in the average quality of subjects by **1%**.

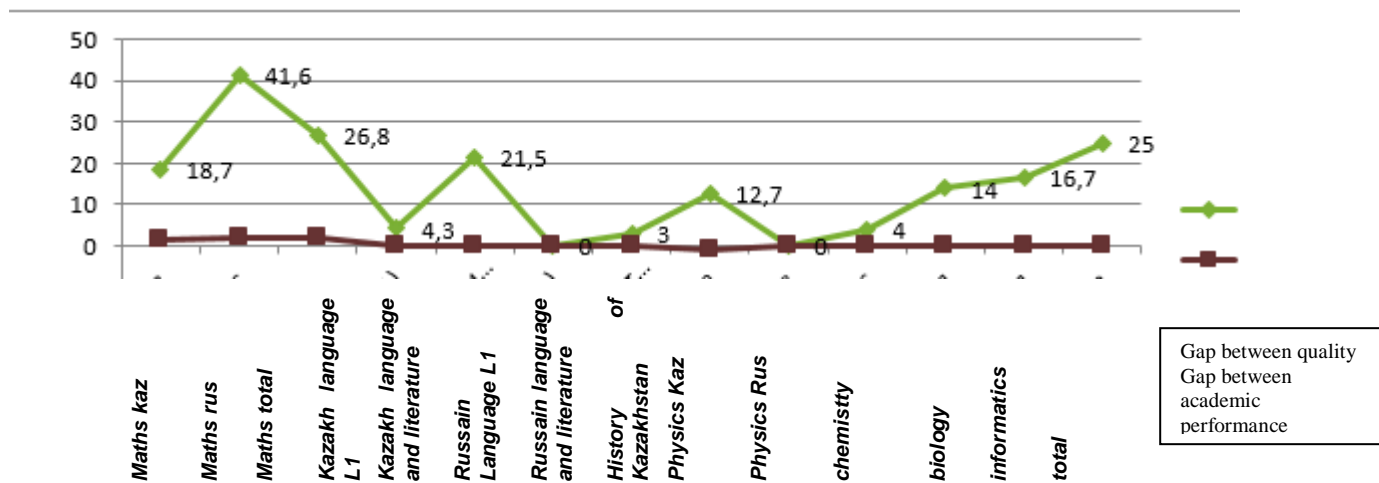
Diagram 7.7: Comparison of the Gap Between Internal and External Assessment for the 2023-2024 Academic Year



The quality of knowledge in subjects such as Kazakh Language (L1), Russian Language (Language 1 and Language 2), History of Kazakhstan, Physics (Kazakh/Russian), and Biology corresponds to the set performance standard of **85%**. However, the following subjects show lower quality results: Mathematics (in Kazakh), Kazakh Language and Literature (L2), Informatics, and the lowest performance is in Mathematics with Russian as the language of instruction (52.4%).

Despite a **14%** gap in the quality of subjects, the overall quality gap compared to the annual standard of **86.4%** is **26.4%**. Since the overall quality of knowledge in the external summative assessment, based on student statuses, is **60%**, and the academic performance is **98%**, this results in a gap of **2%**.

Diagram 7.8: Comparison of the Gap Between Internal and External Summative Assessment in 10th Grades



The gap in the quality of knowledge between internal and external summative assessment shows the following picture

• GAP: RUSSIAN LANGUAGE (J1), PHYSICS (KAZ),	THERE IS NO
• SUBJECTS: KAZAKH LANGUAGE (T1), RUSSIAN LANGUAGE AND LITERATURE (Y2), PHYSICS (RUSSIAN)	UP TO 10%
• SUBJECTS: HISTORY OF KAZAKHSTAN, CHEMISTRY, BIOLOGY,	UP TO 20% OF
• SUBJECTS: MATHS (KAZ), KAZAKH LANGUAGE AND LITERATURE (T2), INFORMATICS	UP TO 30%
• GAP IN MATHS IN RUSSIAN 41.6 PER CENT	THE LARGEST

A gap in academic performance is observed in the subject of mathematics, as there are two grades of "2" in one of the language streams. Additionally, it is worth noting that there is a **-1%** gap in History of Kazakhstan, as the annual grade for the student is **3** according to the external summative assessment.

Diagram 7.9: Number of Students Completed External Summative Assessment with Grades of "Excellent," "Good," "Satisfactory," and "Unsatisfactory"

the number of students who have completed external CO as:



The gap based on student status is **40%**, as **14 students** completed the external summative assessment with grades of "Satisfactory" and "Unsatisfactory." In contrast, all students finished the academic year with grades of "Excellent" and "Good."

Table 7.12: Analysis of results by letter grade by subject is as follows:

Subject		A*	A	B	C	D	E	U
Maths Kaz	Quantity	3	21	20	11	7	6	1
	Percentage	4,4	30,5	29	16	10	8,7	1,4
Maths Russ	Quantity	1	6	10	5	8	11	1
	Percentage	2,4	14,3	23,8	11,9	19	26,2	2,4
Kazakh language (L1)	Quantity	0	13	25	28	3	0	0
	Percentage	0,0	18,8	36,2	40,6	4,3	0,0	0
Kazakh language and lit (L2)	Quantity	1	7	17	7	7	3	0
	Percentage	2,3	16,7	40,5	16,7	16,7	7,1	0
Russian language (L1)	Number of 42 students	-	7	19	16	0	0	0
	Percentage	-	20	82,6	61,5	0	0	0
Russian language and literature (L2)	Quantity 69 students	5	30	21	11	2	0	0
	Percentage	7,8	77	43,7	18,9	2,9	0	0
History of Kazakhstan	Quantity	0	13	39	45	13	1	0
	Percentage	0	11,7	35,1	40,5	11,7	0,9	0
Kaz physics	Quantity	11	16	12	2	1	0	0
	Percentage	26,2	38,1	28,6	4,8	2,4	0	0
Physics Russian	Quantity	3	6	9	4	1	0	0
	Percentage	13	26,1	39,1	17,4	4,3	0	0
Chemistry	Quantity	3	12	8	8	4	1	0
	Percentage	8.3	33.3	22.2	22.2	11.1	2.7	0

Biology	Quantity	0	1	1	3	1	0	0
	Percentage	0	16,6	16,7	50	16,7	0	0
Informatics	Percentage	0	2	1	0	1	0	0
	Quantity		50	25	25			

Table 7.13. Analysis by Average score and components

Subject	Maximum score	School grade point average by subject	Name of the students with the maximum score	Name of the students with the minimum score
Maths Kaz	140	97	Katrenov Daryn	Amangeldy Abaykizi Aisha
Maths Russ	149	57	Rasululy Zhanibek	Meyirkhankyzy Aya
Maths total	149	77		
Kazakh language (L1)	71	54	Yerkebulankyzy Aruzhan	Oralbai Zhanel Rakhymzhankyzy
Kazakh language and literature (L2)	58	40	Maratova Kamshat Miratovna	Balkebayeva Sabina Temirovna
Russian language (L1)	100	44	Kairatkyzy Malika	Amangaliev Daniyar Kydyrbaeva Adele
Russian language and lit (L2)	60	47	Alina Qumarbekova, Muratkyzy Asem	Akerbek Sezim Kabdrasit ErasyI
History of Kazakhstan	150	101	Aitanova Aruzhan	Bagdollah Azamat 47 Barkysheva Dalila 48
Kaz physics	130	86,4	Rizabek Rasul 115	Anel Bolatova 51
Physics Russian	130	80,1	Azimbaev Ilias 99	Yerkezhan Imanova 56
Chemistry	110	77	Kairbek Temirlan 110	Toktarbekova Alima 50
Biology	130	66,3	Yerzhanuly Batyr\86	Adele Kydyrbaeva \54
Informatics	150	104	Rasululy Zhanibek	Nurmangali Aida

Table 7.14. Analysis of SA results by components

Subject	Component	A*	A	B	C	D	E	U	Quality of knowledge %
Maths Kaz	I	0	23	13	15	9	8	1	74%
	II	0	26	18	15	5	5	0	85,5%

	I-II total	3	21	20	11	7	6	1	80%
Maths Russ	I	0	5	10	7	4	14	2	52,4%
	II	0	10	7	5	12	7	1	52,4%
	I-II total	1	6	10	5	8	11	1	52,4%
Kazak Language L1	I	0	7	35	17	10	0	0	85,5
	II	0	22	22	17	7	1	0	88,4
	I-II total	0	13	25	28	3	0	0	95,5
Russian language	I	-	17	18	7	-	-	-	100%
	II	-	1	15	14	9	3	-	71%
	I-II total	-	7	19	16	-	-	-	100%
Russian language and literature	I	-	36	16	15	2	-	-	97%
		-	25	38	4	2	-	-	97%
	I-II total	5	30	21	11	2	-	-	97%
History of Kazakhstan	I	0	29	43	25	11	3	0	87,3%
	II	0	11	34	42	19	5	0	78,3%
	I-II totals	0	13	39	45	13	1	0	87,3
Chemistry	I	0	8	8	10	6	4	0	72,2
	II	0	24	3	8	1	0	0	97,2
	I-II total	3	12	8	8	4	1	0	86
Biology	I	0	1	1	0	4	0	0	66,7
	II	0	3	2	0	1	0	0	83,3
	I-II totals	0	1	1	3	1	0	0	83,3
Physics Russian	I	0	10	8	4	1	0	0	95,6
	II	0	15	5	2	1	0	0	95,6
	I-II total	3	6	9	4	1	0	0	95,6

Table 7.15. Analysis of SA knowledge quality by teachers

Analyses by subject teachers of 10th graders for the 2023-2024 school year show the following:

Proactive teachers on external SA	100% quality by external SA	Duzbaeva M.B. Imashpaeva G.A. Toktarbekova A.T. Argunova T.V. Abdrakhmanova J.B. Suleimenova O.D. Kabenova A.M. G.K. Mukataeva (L1)
Teachers who are leaders in external SA	85-99% SA quality	Turakanova G.A. Imashpayev R A Raisova B.T. Muratbekov B.M. Dolanbaeva A.A. Zhukokova G.Zh. Turganbaev K.E. (L1) Abisheva J.S
Teachers who are motivators for external SA	75-84% SA quality	O.A. Ovchinnikova. Bektembayeva A.S. Naurzbayeva F.N. Arystanbek G.S. (L2) Rashieva N.Z. (L2) Z.A. Saduakasova

Analysis of students with grade "3"/"2"

Name of student	subject	Annual assessment	max External CRM score	External CRM score	teacher
Anel Bolatova	physics	3	130	51	Gul Abdyganuovna Turakanova
Anel Bolatova	maths	4	160	42	Raisova B.T.
Aruzhan Kadesova	maths	4	160	50	Raisova B.T.
Alina Kumarbekova	maths	4	160	61	Raisova B.T.
Nurmangali Aida	maths	4	160	52	Raisova B.T.
Amangeldy Aisha	maths	3	160	29	Bektembayeva AS
Bakytbek Ayaly	maths	4	160	50	Bektembayeva AS
Bauyrzhankyzy Aidana	maths	4	160	70	Bektembayeva AS
Alan Sailaukhanov	maths	4	160	68	Bektembayeva AS
Yeraly Soltanov	maths	4	160	66	Bektembayeva AS
Abdullayeva Ayim	maths	4	160	49	Naurzbayeva FN
Ashimkhanova Aizere	maths	4	160	69	Naurzbayeva F.N
Əkerbek Sezim	maths	4	160	54	Naurzbayeva F.N

Musakhitov Samir	maths	4	160	38	Naurzbayeva F..N
Shalkarkyzy Daria	maths	4	160	47	Naurzbayeva FN
Dilmurodova Malika	Maths	4	160	62	Tyulyubergeniev R.K.
Yerkezhan Imanova	Maths	4	160	59	Tyulyubergeniev R.K.
Kirill Kuznetsov	Maths	4	160	64	Tyulyubergeniev R.K.
Adele Kydyrbaeva	Maths	4	160	34	Tyulyubergeniev R.K.
Meyirkhankyzy Aya	Maths	3	160	30	Tyulyubergeniev R.K.
Melisha Mukhamedyarova	Maths	4	160	50	Tyulyubergeniev R.K.
Alina Mukhametkalieva	Maths	4	160	62	Tyulyubergeniev R.K.
Amina Nurtasova	Maths	4	160	67	Tyulyubergeniev R.K.
Panov Christopher	Maths	4	160	48	Tyulyubergeniev R.K.
Samigazin Sultan	Maths	3	160	51	Tyulyubergeniev R.K.
Toktarbekova Alida	Maths	3	160	33	Tyulyubergeniev R.K.
Turgambek Mariam	Maths	4	160	70	Tyulyubergeniev R.K.
Alibekova Altynai	maths	4	160	40	Nurmangalieva M.B.
Amangaliev Daniyar	maths	4	160	44	Nurmangalieva M.B.
Zhadrenov Islam	maths	4	160	48	Nurmangalieva M.B.
Kayratkyzy Malika	maths	4	160	39	Nurmangalieva M.B.
Lezgiev Rasul	maths	4	160	34	Nurmangalieva M.B.
Muratkanova Dilnaz	maths	4	160	39	Nurmangalieva M.B.
Bagdollah Azamat	History of Kazakhstan	4	150	47	Imashpayev R A
Barkysheva Dalila	History of Kazakhstan	4	150	48	Imashpayev R A
Adele Kydyrbaeva	Biology	4	130	54	Dzhezheria T.V.
Yerkezhan Imanova	Physics	4	130	56	
Kabdrasit Erasyl	Russian language and literature.	5	60	38	Zhukokova G.Zh.
Əkerbek Sezim	Russian language and literature.	4	12	38	Dolanbayeva A.A.
Balkebayeva Sabina Temirovna	Kazakh language and	4	60	23	Arystanbek G.S.

	literature				
Amangaliyev Daniyar Erkinovich	Kazakh language and literature	4	60	27	Arystanbek G.S.
Lezgiev Rasul Oktayevich Lezgiev	Kazakh language and literature	4	60	27	Arystanbek G.S.
Artem Ivanovich Prokhorov	Kazakh language and literature	4	60	24	Arystanbek G.S.
Christofor Evgenyevich Panov	Kazakh language and literature	3	60	24	Rashieva N.Z.
Kydyrbaeva Adele Maulenkyzy	Kazakh language and literature	4	60	26	Rashieva N.Z.
Kirill Sergeyevich Kuznetsov	Kazakh language and literature	4	60	27	Rashieva N.Z.
Olzhas Sagynganuly Tleukhanov	Kazakh language and literature	4	60	27	Rashieva N.Z.
Yerkezhan Armankyzy Imanova	Kazakh language and literature	4	60	28	Rashieva N.Z.
Mukhamedyarova Melisha Ruslanovna	Kazakh language and literature	4	60	29	Rashieva N.Z.
Oralbai Zhanel Rakhymzhankyzy	Kazakh language (L1)	4	100	39	Turganbaev K.E.
Askerbek Sezim Elzhankyzy	Kazakh language (L1)	5	100	40	Turganbaev K.E.
Amanbaev AErkinbekuly	Kazakh language (L1)	4	100	42	Turganbaev K.E.

Baghdolda Azamat Zhandosuly	History of Kazakhstan	4	150	47	Imashpaeva R.A.
Balkebayeva Sabina Temirovna	History of Kazakhstan	4	150	48	Manatbekov J.M
Dalila Daniyarovna Barkysheva	History of Kazakhstan	4	150	48	Imashpaeva R.A.
Yerkezhan Armankyzy Imanova	History of Kazakhstan	4	150	39	Manatbekov Zh.M
Kirill Sergeyeovich Kuznetsov	History of Kazakhstan	4	150	43	Manatbekov Zh.M
Kydyrbaeva Adele Maulenkyzy	History of Kazakhstan	4	150	46	Manatbekov Zh.M
Lezgiev Rasul Oktayeovich Lezgiev	History of Kazakhstan	4	150	41	Manatbekov Zh.M
Medina Olzhasovna Nurtasova	History of Kazakhstan	4	150	43	Manatbekov Zh.M
Christofor Evgenyevich Panov	History of Kazakhstan	4	150	32	Zeynollayeva G. A. Manatbekov J.M.
Artyom Ivanovich Prokhorov	History of Kazakhstan	4	150	39	Manatbekov J.M
Rauanuly Ə no.	History of Kazakhstan	4	150	48	Zeynollayeva G. A.
Samigazin Sultan Rafkhatulyi	History of Kazakhstan	4	150	47	Manatbekov J.M
Olzhas Sagynganuly Tleukhanov	History of Kazakhstan	4	150	43	Abilkasenov T.S.
Shaimardan Indira Yerbolatkyzy	History of Kazakhstan	4	150	49	Manatbekov J.M

The highest number of grades of "3" in mathematics was recorded in class **10D** with teacher **Tyulybergenov R.K.** Among **26 students, 12 received a "3,"** resulting in a **46%** quality score according to the summative assessment. The annual knowledge quality was **11.5%**, leading to a difference of **-34.4%** between internal and external assessments. In History of Kazakhstan, **8 grades of "3"** were recorded under teacher **Manatbekov Zh.M.** All students were graded "4" in the internal assessment, resulting in a **-100%** difference between internal and external assessments, indicating a tendency toward inflated internal assessments by the teacher.

Reasons for the Gap by Subject: The gap between internal summative assessment (ISA) and external summative assessment (ESA) is minimal because the SAT covers several sections, while the ESA encompasses the entire learning period. The main issues identified include:

1. **Weak Independent Preparation for the ESA.**
2. **Frequent Class Absences** (notable students: Kydyrbaeva Adel, Mukhamediyarova Melisha, Mukhametkaliyeva Alina).
3. **Transfer of Three Students** (Meirhankyz Aya, Nurtasova Amina, Panov Khristofor) from class **10E** in the third term of the 2023-2024 academic year.

4. **Weak Mathematics Foundation** from previous years.
5. **Fatigue**; some students appeared "sleepy" during classes.
6. **Low Motivation**; some students relied on achieving a final grade of "4" despite receiving a "3" on the exam.
7. **Insufficient Preparation**; students did not allocate enough time for studying and revising material, did not complete homework, and missed classes.
8. **Extended Absences from Class** (notable students: Amangaliev Daniyar, Kairatkyzy Malika).
9. **Weak Retention of Past Knowledge**, leading to difficulties in understanding new material.
10. **Stressful Situations** caused by exams affecting students' ability to focus and demonstrate their knowledge.
11. **Insufficient Time for Exam Preparation** due to involvement in other subjects and extracurricular activities (sports, theatrical performances, etc.).
12. **Lack of Motivation**.

Table 7.16. Best students by results of SA by subjects:

Subject	max External SA score	External SA score	student's name	Name of teacher
Maths Kaz	160	140	Katrenov Daryn	Raisova B.T.
Maths Russ	160	149	Rasululy Zhanibek	Tyulyubergeniev R.K.
Maths total	160	149	Rasululy Zhanibek	Tyulyubergeniev R.K.
Kazak language (L1)	100	67	Yerzhanuly Batyr	Turganbaev K.E.
	100	69	Katrenov Daryn Askaruly	Mukataeva G.K.
	100	69	Asylkhanov Ulan Dulatuly	Turganbaev K.E.
	100	71	Yerkebulankyzy Aruzhan	Mukataeva G.K.
Kazakh language and literature (L2)	60	58	Maratova Kamshat	Rashieva N.Z.
Russian language (J1)	100	61	Kairatkyzy Malika	Kabenova A.M.
Russian language and literature (L2)	60	52	Barkysheva Dalila	Dolanbaeva A.A.
History of Kazakhstan	150	101	Aitanova Aruzhan	Imashpayev R A
Physics	130	115	Rizabek Rasul	Gul Abdyganuovna Turakanova
Chemistry	130	110 98 97	Kairbek Temirlan Aymukhanbet Zeynep Saduakasova Alima	Abisheva Zhanar Semeykanovna
Biology	130	86	Yerzhanuly Batyr	Imashpaeva G.A.
Informatics	150	104	Rasululy Zhanibek	Shapovalov V.Yu.

A total of **11 students** were candidates for high school graduation certificates with honors, but only **9 students** from the 10th grades were able to confirm their eligibility based on the results of the external summative assessment.

Table 7.17: High School Graduation Certificates with Honors for 10th Grade Students

	Surname	Name	Letter	Grade	language	Quantity "4" out of 5 items	Grades of "4" in subjects	Confirmed : yes/no
1	Aimukhanbet	Zeynep	A	10	Kz	4	Math, Kazakh (L1), Russian (L2), History of Kazakhstan	yes
2	Aitanova	Aruzhan	C	10	Kz	2	Matem, Russian language (L2),	yes
3	Asylkhanov	Ulan	C	10	Kz	1	Russian language (L2),	yes
4	Yerzhanuly	Batyr	B	10	Kz	3	Math, Russian language (L2), History of Kazakhstan	yes
5	Yerkebulankyzy	Aruzhan	A	10	Kz	0	no	yes
6	Katrenov	Daryn	A	10	Kz	0	no	yes
7	Maghauia	Shyngys	A	10	Kz	2	Russian language (L2), history of Kazakhstan	yes
8	Muratkyzy	Asem	A	10	Kz	0	no	yes
9	Rasululy	Zhanibek	D	10	Ru	2	Kazakh language (L2), History of Kazakhstan	yes
10	Rizabek	Rasul	C	10	Kz	2	Kazakh language (L1), History of Kazakhstan	no
11	Akhmetkhan	Ayhanim	C	10	Kz	2	History of Kazakhstan, physics	no

Analysis of the Results of External Summative Assessment for High School (11th Grade) in the 2023-2024 Academic Year at NIS of ChB in Ust-Kamenogorsk. On **July 1, 2024**, the results of the external summative assessment for 11th-grade students at NIS ChB in Ust-Kamenogorsk were received, excluding any appeals. A total of **9 appeals** were submitted by students; however, there were no changes resulting from these appeals. Overall, in terms of subjects, the 11th-grade students demonstrated the following results in the summative assessment compared to their year-end results and the external assessment results for the 2023-2024 academic year:

Table 7.18 External SA results compared to the year's results.

Subject	Total number of students	"5"	"4"	"3"	"2"	Quality of knowledge% by SA 2023-2024	Quality of knowledge % YEAR 2023-2024	Academic performance% FROM 2023-2024%	Academic performance %YE AR 2023-2024%
Kazakh language and literature (L2)	35	11	22	2	0	94,2	100	100	100
Russian language and literature (L2)	77	45	32	0	0	100	100	100	100
English language	114	30	78	6	0	95%	100	100	100
Total									

In all language subjects, the quality of knowledge in the 2023-2024 academic year was **10% higher** than the strategic plan target. The gap between internal and external assessments ranged from **0% to 6%**, which is considered an acceptable level.

Table 7.19 Analyses of results by letter grade by subject are as follows:

The analysis of results by letter grade by subject is as follows:									
Subject		A*	A	B	C	D	E	U	
Kazakh language and literature (L2)	Quantity	1	10	15	7	2	0	0	
	Percentage	2,9	28,6	42,9	20,0	5,7	0	0	
Russian language and literature (L2)	The number is	9	36	13	19	0	0	0	

	77							
	Percentage	11,6	46,7	16,8	24,6	0	0	0
English language	Quantity	5	25	51	27	6	0	0
	Percentage	4.3	21.9	44.7	23.7	5.3	0	0

Table 7.20 Analysis by maximum, average and minimum score

Subject	Maximum score	Average school score by subject	Name of the pupil with the maximum score	Name of the pupil with the minimum score	brief analysis
Kazakh language and literature (L2)	100	67	Makhabbat Telegenkyzy Appasova	Danil Andreevich Snegirev	In the first component of the exam work, five students did not know the synonyms of words, could not use paraphrasing techniques, and made mistakes in answering questions about the text. Additionally, it is evident that several students have developed the skill of selectively reading information from the text and understanding its content. They have formed the ability to express their thoughts and opinions, draw conclusions, and process and utilize the information and ideas presented in the text. In the second component, all students performed well on the task. They were able to express their views and positions on the questions posed. Many students were able to write works that were well-structured and fully aligned with the proposed writing format designed for the specific audience.
Russian language and lit (J2)	100	63	Zheiskhanova Asylai	Murat Talgat	The overall result in the subject can be assessed as "good", which is evident from the average CO grade. The student scored 55 b out of 100 b on the CO. The reasons for his result were expected. At the internal CRM Talgat performed the tasks in accordance with the topic and form of writing, however, he could make spelling and punctuation mistakes.
English language	90	63	Kozhaseitova Aliya, Akymkanova Dilnaz	Bayzhumanova Dilnaz	The majority of pupils passed the exam with a positive result. It is worth noting that the pupil with the lowest score lacked only 5 points to grade 4. Possible reasons for the low results may be

stress, lack of motivation, and the new format of the exam.

Table 7.21. Analysis of SA results by components

Subject	Component	A*	A	B	C	D	E	U	Quality of knowledge %	Areas of improvement? Why? Ways to solve it?
Kazakh language and literature (L2)	I	0	4	15	11	4	1	0	85,7	The errors made can be primarily attributed to a limited vocabulary and an inability to fully grasp the underlying meaning of the text.
	II	0	20	11	4	0	0	0	100	
	I-II total	1	10	15	7	2	0	0	94,2	
Russian language and literature (L2)	I	0	64	13	0	0	0	0	100	-
	II	0	12	13	24	17	5	0	63,6	Component 2 causes difficulties for pupils, as the level of tasks is quite high. Not only the ability to express ideas, but also to competently present and structure their thoughts in the form of an essay are assessed. It is necessary to spend more time on writing essays, practising templates/clichés and taking tests. In addition, the teacher should plan individual work with some students in the future.
	I-II total	9	36	13	19	0	0	0	100%	
English language	I	-	87	15	8	4	0	0	96.5%	Reasons for component 2: possible lack of sufficient understanding of the structure and format, insufficient command of the grammar and vocabulary of the language (level B2-C1 required)
	II	-	15	23	46	27	3	0	74%	
	I-II total	5	25	51	27	6	0	0	95%	

											<p>Solutions: Individual counselling to improve writing skills, regular writing assignments with feedback, additional attention in lessons to the use of advanced vocabulary and grammar. Attention should also be paid to the need to standardise the understanding of descriptors among English teachers.</p>
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Table 7.22 Analysis of Knowledge Quality in Summative Assessment by Teachers

Name of teacher	Quantity students	Quantity						% "5"	% "4"	% "3"	Quality of knowledge 2023-2024 % YEAR	Quality of knowledge 2023-2024 % SA	Quality of knowledge 2023-2024 % TOTAL
		A*	A	B	C	D	E						
Argunova T.V.	28	5	11	7	5	0	0	57	42,8	0	100	100	100
Abdrakhmanova J.B.	36	3	16	3	13	0	0	52	44,4	0	100	100	100
Biyarova S.B.	13	1	9	3	0	0	0	77	23	0	100	100	100
Arystanbek G.S.	24	1	6	10	5	2	0	29,2	62,5	8,3	100	91	100
Makhatpayeva A.T.	11	0	4	7	0	0	0	36,4	63,6	0	100	100	100
Battalova A.S.	12		1	7	3	1		8,3	83,3	8,3	100	91.67	100
Keshubaeva B.K.	12	-	3	5	2	2		25	60	15	100	85	100
Pogorelova O.A.	23	1	2	12	7	1	-	13	83	4	100	96	100
Onerkan D.G,	15	2	9	4	-	-	-	73	27	-	100	100	100
Taishyman A.Zh.	14	2	4	4	4	-	-	43	57	-	100	100	100
Bekbayeva A.E.	25	-	6	13	5	1	-	24	72	4	100	96	100
Korolev RA	13	0	1	5	6	1	0	7,6	84,8	7,6	100	92	100

Table 7.23 Analyses by subject teachers of 11th grade subjects for the academic year 2023-2024 show the following:

Proactive teachers on external SA 11 grade	100% quality by external SA	Argunova T.V., Abdrakhmanova J.B., Biyarova S.B., Makhatpayeva A.T., Onerkan D.G., Tayshyman A.Zh.
Teachers - leaders in external SA 11 grade	85-99% SA quality	Arystanbek G.S., Battalova A.S., Keshubaeva B.K., Pogorelova O.A., Bekbaeva A.E., Korolev RA

Table 7.24 Analysis by students with mark "3"/"2"

Name of student	Score out of ___/ grade	max	External	teacher
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	subject	Total percentage by SAT	Annual assessment	External SA score	SA score	
Sabelfeld Vladimir Yurievich Sabelfeld	Kazak tili men adebieti	53	4	100	53	Arystanbek G.S.
Danil Andreevich Snegirev	Kazak tili men adebieti	47	4	100	47	Arystanbek G.S.
Alimkhan Kumarkanovich Ualiyev	English.	100	4	90	50	Battalova A.S.
Murat Talgat Erzhanovich	English	60	4	90	48	Keshubaeva B.K.
Kalyolda Saghi Bolatuly.	English	55	4	90	48	Keshubaeva B.K.
Erasyl Smagulov	English language	68	4	90	50 (55%)	Pogorelova O.A.
Mukhametkalieva Linura Erbolatovna	English language	100	4	90	50	Bekbayeva A.Ye.
Bayzhumanova Dilnaz	English language	100	4	90	47	Korolev RA

Kazakh Language and Literature (L2): According to the results of the exam work in Kazakh Language and Literature (L2), the first component regarding reading skills revealed that the student made errors in matching synonyms and in paraphrasing sentences starting from the given word. They also encountered difficulties in answering questions based on the text, which resulted in errors due to a lack of vocabulary when attempting to identify answers from the text.

Despite systematic efforts to develop their vocabulary, there remains a need to increase the practice of using collocations and sentence structures. It is essential to guide students in connecting sentences and formulating conclusions. They should be trained to identify the main idea of the text, formulate questions based on the content, and utilize various reading strategies to enhance their reading skills.

English Language: A.Ualiyev was just one point short of achieving a “4” grade. It is likely that he completed the writing tasks hurriedly, as he often omitted letters in words during practice tests (vocabulary) and did not pay sufficient attention to complex grammatical structures. Conversations were held with his parents, during which family circumstances were revealed that significantly affect the student’s wellbeing and his learning abilities. **Kaliolda Sagi Bolatuly:** The student possesses a certain vocabulary but has weak skills in using grammatical structures. **Murat Talgat Erzhanovich:** In the IELTS test conducted in April 2024, he scored 6.0. He suffers from hearing impairment, which affects his understanding of both foreign and native speech. This hearing condition impacts not only his ability to comprehend the sound structure of the language but also influences his reading and writing skills. Nevertheless, this result is an

improvement compared to last year, and the IELTS results reflect this progress. **Smagulov ErasyI**: Overall, in the summative assessment for unit, term summative assessment tests, and practice exams, the student performed well in reading tasks but was unable to manage stress during the exam. **Baizhumanova Dilnaz**: She lacked sufficient internal motivation to achieve a high score, despite attending and participating in preparatory classes. It is possible that stress negatively impacted her performance.

Table 7.25 Best students by results of ESA by subject:

Subject	max External SA score	External SA score	Student's name	Name of teacher
Kazakh language and literature (L2)	100	88	Makhabbat Tolegenkyzy Appasova	Arystanbek G.S.
	100	78	Amanberdi Inara	Makhatpayeva A.T.
Russian language and literature (L2)	100	77	Zheisbekova Asylai Gabit Aruzhan	Argunova T.V.
English language	90	80	Akymkanova Dilnaz	Pogorelova O.A.
	90	80	Kozhaseitova Aliya	Onerkan D.G.

The student demonstrates a high level of proficiency in identifying synonyms within the text for the subject Kazakh Language and Literature (L2). They have developed strong selective reading skills, as evidenced by their comprehension of the text's content. The student effectively expresses their thoughts and opinions, draws conclusions, and processes and utilizes the information and ideas presented in the text.

In the second component, the student performed well on the assignment. Regarding the writing task, they articulate their thoughts and viewpoints with well-reasoned arguments. Their work, designed for a specific audience, features a clear structure and fully complies with the proposed writing format, assessing a high mark.

The small percentage of students receiving an A* grade indicates insufficient time for mastering the tasks in the second component. Many students demonstrated decent results in this component; however, some fell short by just 1 point from achieving a "B" grade. Additionally, 22 students out of those who took the summative assessment received "D" or "E" grades for the second component, indicating an inadequate level of writing skill development. To improve results in the second component, continuous support for students is essential, including an individualized approach during lessons.

The majority of students confirmed their proficiency in English at the B2/C1 low level. Considering that this exam format is being conducted for the first time, the results are promising. Although nearly all students displayed a high level of reading skills (first component), special attention should be given to the challenges encountered in the writing section of the exam. These difficulties may be related to an insufficient vocabulary, incorrect use of complex grammatical structures, or a lack of understanding of writing structures and styles. Additional work and consultations should be conducted to address these identified issues.

7.2. SCHOOL ACCREDITATION

Based on the analysis and reassessment of the current situation, and taking into account the recommendations of the school inspection committee, the school's working committee, along with members of the school community, discussed and submitted revised guidelines to the Pedagogical Council No. 2 on November 2, 2021. These guidelines included unpacking concepts related to the school's vision and values, as well as defining key terms such as high-quality learning, interculturalism, and global citizenship. As a result, the following guidelines were amended and approved by the Pedagogical Council.

Based on the recommendations from the CIS team following their preliminary virtual visit and the results of a survey, the school is actively working to clarify the understanding and implementation of high-quality learning and global citizenship from the students' perspective.

MISSION	
Be prepared for the global challenges of modern society through enhancing the intellectual potential of the school community.	
VISION	
Our graduates are patriots of their country and active citizens of the world with strong moral values. They are harmoniously developed, multilingual, critical thinkers, and self-developing individuals.	
Pending Revision	Current
Our graduates and teachers are patriots of their country and active citizens of the world with stable moral values. They are harmoniously developed, multilingual, critical thinkers, and self-developing individuals.	In a safe and comfortable environment, we provide relevant and high-quality education and prepare well-rounded graduates who are constantly aspired to self-development and are able to timely, adequately and objectively react to the dynamic global challenges.
VALUES	
Pending Revision	Current
Patriotism and civic responsibility; Respect for self and others; Co-operation; Transparency and academic honesty; Lifelong Learning; Labour and Creativity.	- Patriotism and civic responsibility; - Global Competence; - Health and Safety; - Cooperation; - Transparency and academic Honesty; - Education through lifelong Learning; - Industriousness and creativity.

The following are the school community's revised definitions on the drivers of school assessment.

Definition	High-quality education is the school community's commitment to continuous improvement of the educational process
Principles	*Promoting co-operation between members of the school community *Discovering intellectual and socio-emotional potential * Achievement of high academic standards of learning *increasing competitiveness in all spheres of life in a constantly changing world.
GLOBAL CITIZENSHIP	We, active global citizens, treating the world around us with respect, responsibility and care.
Qualities Global Citizen	<ul style="list-style-type: none"> • A critical view of the world • Can evaluate from different perspectives • Understands the issues that affect the world • Accepts the interconnectedness of the world around us • Recognises that people belong to different cultures • Demonstrates a desire to learn about the world • Interacts effectively with the world around him • Respects and values diversity • Reflects on his/her actions and takes responsibility for them • Adapts to new situations based on new information

DIGITAL CITIZENSHIP	Competent and creative interaction with the flow of information in a digital environment
Develops skills:	<ul style="list-style-type: none"> • fundamentally digital; • socio-emotional; • critical thinking; • responsibility and ethics.

From September 23 to 30, 2024, the school hosted a team visit by the Council of International Schools (CIS), represented by the following individuals:

Council of International Schools (CIS) Team Arriving at NIS of ChB in Ust-Kamenogorsk:

Name	Role on Team	School
Michele Gaddy	Team Chair	The Presidential Schools of Uzbekistan
Heather Millington	Team Co-Chair	Nexus International School Singapore
Aizhan Kudaiberdieva	Team Member	Paragon International School, Cambodia
Matthew Keyworth	Team Member	Amnuay Sulpa School, Thailand
Gloria Johnson	Team Member	Germany
Sarita Myers	Team Member	Riverside School, Check Republic

The school uploaded self-assessment reports on the indicators of the team visit according to the CIS Protocol No. 9 on schedule. These reports summarized and considered the results of the CIS survey conducted in October 2022, which gathered opinions from all members of the school community. Furthermore, all recommendations from the preliminary virtual visit, which occurred from April 4-8, 2023, with the participation of the international accreditation team led by Leo Thompson and Arvind Kumar, were taken into account in preparation for the team visit. Consequently, the entrance doors to the classrooms on the first floor in all blocks were reconstructed to align with the open-door policy and ensure the welfare and safety of the learners.

The team was contacted in advance to arrange their flight itinerary, and travel expenses for flights and transfers were provided. Together with team leader Michele Gaddy, a visit plan was developed to maximize coverage of all areas of the school's work and to gather the views of all members of the school community.

On a daily basis, the school director and the accreditation process coordinator received feedback and recommendations regarding the findings of the school process assessment. These verbal recommendations were immediately addressed and re-discussed with the team members.

Based on the feedback from the weekly evaluations, the CIS team noted positive impressions of the school along with general recommendations for further development. They highlighted the strong reflection of global citizenship, the commitment of all school community members to achieving and fulfilling the school's mission, and the effective delivery of high-quality learning. Recommendations emphasized the need to develop performance measurements in certain areas, identify strategies to adapt to the constantly changing digital landscape, integrate AI into the teaching and learning process, and set clear objectives for future development.

In December 2023, at the conclusion of the second accreditation cycle, the school received a formal assessment from the Council of International Schools (CIS) and was awarded the status of a reaccredited school.



All written CIS recommendations for the team visit can be summarised in the following table.

Number of significant recommendations

Total number of recommendations	Significant recommendations	Of these, recommendations mentioning AEO
11	2	-

Number of recommendations by standard

Standard	Number of significant recommendations	Recommendations
A	1	A5. Senior management continues to improve the way it consolidates data collection to analyse the impact of guidance and better understand areas for improvement.
B	1	B1 - NIS in Ust-Kamenogorsk management is considering updating the school website to clarify the leadership structure and ensure understanding of decision-making mechanisms at all levels.
C	3	C2 (Secondary School) - The Principal and Vice Principal for Pastoral care consider how they might develop a mechanism for measuring the impact of the safety and wellbeing curriculum to develop reflective practice on pupils' wellbeing. C6 (Secondary School) - The Senior Leadership Team, in consultation with the AEO NIS, are considering how to improve communication and organisation and measure student engagement in extra-curricular activities. (student clubs) C6 (Secondary School) - The Senior Leadership Team, in conjunction with AEO NIS, are looking at ways to improve communication and organisation and measure student engagement in extra-curricular activities. (student clubs).
D	0	-
E	2	E4 - School management and school security continue to improve risk assessment procedures and review the documentation of the risk assessment matrix to identify potential threats and take preventative action to ensure the safety of pupils. E6 - Deputy Principal SMW and Career Counsellor are looking at how to provide high school students with a well-rounded opportunity to pursue higher education and are looking for opportunities to teach the interconnectedness of social work internships with discipline-based learning.
F	1	F3 - NIS AEO and the school leadership team are considering formalising the process for requesting professional development for support staff to continue to build the capacity of all staff in line with

		the school's culture of lifelong learning.
G	2	G1 - School leadership considers ways of monitoring the frequency of use of resources such as the choreography studio, NIS engineering lab and recording studio to better support the curriculum and student learning through these specialised facilities. G5 - The Principal considers setting up an ad hoc steering group, including students, to advise the AEO NIS and school leadership on the environmental impact of decisions to further the school's practice of global citizenship.
H	0	-
I	1	I2 – Dormitory staff consider involving students in the analysis and development of safeguarding policies to further promote students' understanding of the importance of safeguarding.

Standards that EXCEED: A3, B3, C5 (both schools), C4 - high school, E1, I3.

In the second half of the 2023-2024 academic year, meetings were held with school staff and members of the school community to discuss the re-accreditation results and how to integrate them into the school's plans in various areas. The school website is constantly updated to indicate those responsible for the areas of work that are often of interest to the school community. According to the timetable for the III and IV terms, in coordination with teachers, all rooms within the school and on its premises were more actively utilized for lessons and educational activities. The introduction of electronic statistics for classroom occupancy is currently under consideration.

As a result of the accreditation process, the school has confirmed its stability and sustainability in development, demonstrating its openness and readiness for change. All members of the committees actively, responsibly, and systematically ensure that processes comply with international requirements to guarantee high-quality learning, wellbeing, and safety for all members of the school community.

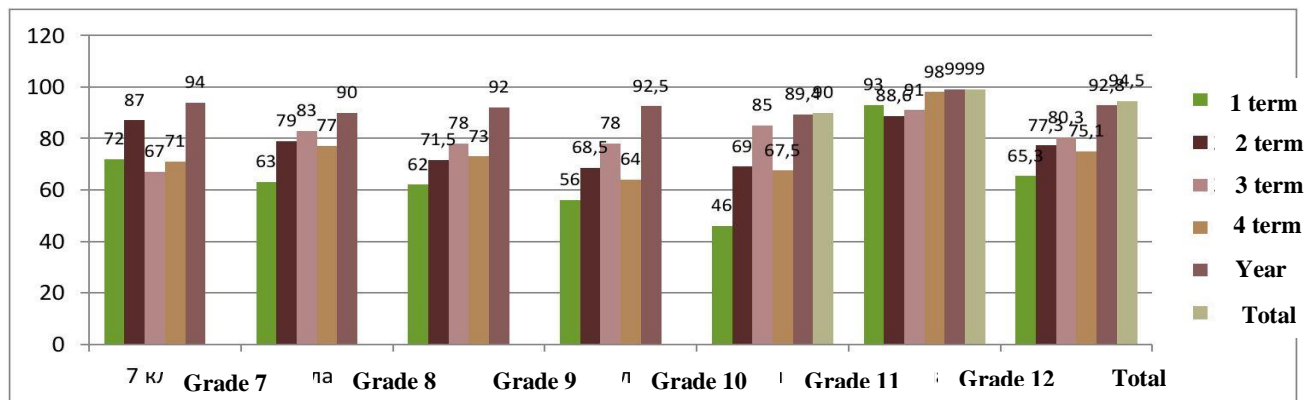
8. STUDENT ACHIEVEMENT RESULTS

8.1 MONITORING OF STUDENTS' LEARNING ACHIEVEMENTS, QUALITY OF KNOWLEDGE, AND ACADEMIC PERFORMANCE

Systematic monitoring of student assessments in language, science subjects was carried out according to the CPM schedule. The analysis of the monitoring results was utilized to address learning gaps, as well as to identify and provide individual support to low-achieving students. These results, along with internal assessments conducted at the end of each term, were reviewed to inform the development of an action plan with expected outcomes aimed at achieving the strategic indicators set by the school. The table below reflects the percentage of knowledge quality as determined by the results of the terms and the 2023-2024 academic year.

Table 8.1. Analysis of knowledge quality by terms

Class	1 term	2 term	3 term	4 term	YEAR	TOTAL
Grade 7	72	87	67	71	94	94
Grade 8	63	79	83	77	90	90
Grade 9	62	71,5	78	73	92	92
Grade 10	56	68,5	78	64	92,5	80
Grade 11	46	69	85	67,5	89,4	90
Grade 12	93	88,6	91	98	99	99
total	65,3	77,3	80,3	75,1	92,8	90,8



Systematic and purposeful efforts were made throughout the academic year to improve the first-term results, which were 20% below the strategic indicator of 85%. Special attention was given to the 10th and 11th grades, where the quality of knowledge was 56% and 46%, respectively. Overall, the dynamics of quality improvement were positive by the end of the second and third terms. However, the quality of knowledge among 7th-grade students sharply decreased by 20% at the end of the third term due to the admission of students from the reserve list. By the end of the fourth term, the quality of knowledge for 7th graders increased by 4%. When calculating the

annual grade, the grades from the first and second terms, reflecting the students' previous schools, were considered, resulting in an annual knowledge quality percentage of 94%.

In light of the current situation in the 7th-grade, areas for strengthening the organization of the learning process have been identified to equalize the knowledge levels of all students and meet the strategic indicators. Notably, students in grades 10 and 11 demonstrated significant improvements, as confirmed by the results of both internal and external summative assessments.

Each parallel identified at-risk students each term and predicted candidates for expulsion, with all departments working systematically to support these students and improve their performance, involving their parents in the process. However, by the end of the school year, eight students from grades 8 to 11 were expelled.

At the year's conclusion, the overall quality across all grades exceeded the strategic indicator by more than 4-14%, totaling 93% for the school.

Future actions will focus on continuously supporting and motivating students, including newcomers, to achieve high-quality learning outcomes and higher scores in international examinations, Olympiads, and projects. Teaching was monitored through lesson visits as part of the school assessment phase and through in-school control, which included general class evaluations for grades 7 and 10, personalized assessments for newly arrived teachers, certified teachers, and both pre-retired and retired teachers. As a result, various activities were conducted in accordance with the recommendations of the Commission for Internal School Control.

8.2 RESULTS OF THE INTERNATIONAL EXAM "IELTS" AT NISH CHB IN UST-KAMENOGORSK

In the academic year 2023-2024, a session of the international IELTS exam was organized at the school on October 21, 2023. A total of 71 candidates registered for the exam, but 8 students opted out due to already possessing a certificate with a sufficient score for university applications.

Table 8.2. Results of the International Exam "IELTS" - NISH CHB, Ust-Kamenogorsk, Grade 12, 2023-2024 Academic Year

IELTS, October 21, 2023					
quantity	general	listening	reading	speaking	writing
71	6,9	7	7,5	6	6,5

Table 8.3. Analysis of IELTS results by academic year

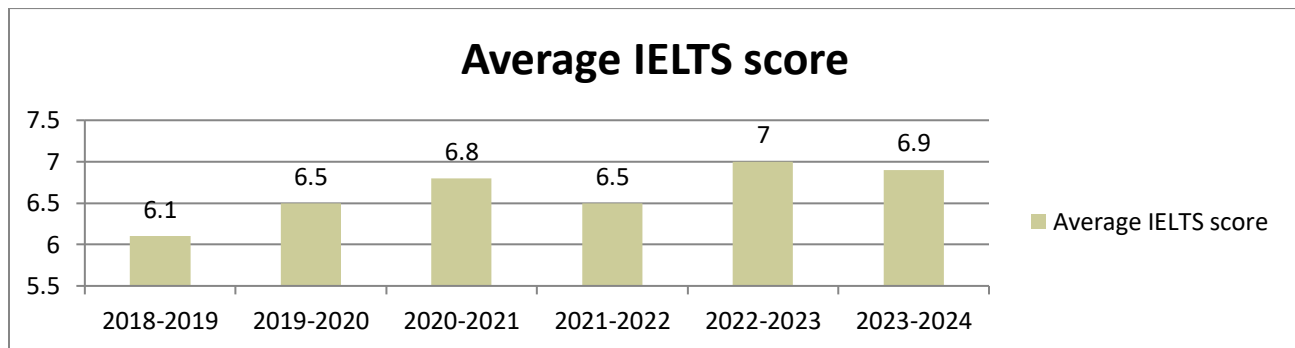
School years	Total score	Listening	Reading	Writing	Speaking
2018-2019	6,1	6,1	6,6	5,7	5,8

2019-2020	6,5	6,9	6,7	6,0	5,9
2020-2021	6,8	7,2	7	6,0	6,5
2021-2022	6,5	6,8	6,6	5,7	5,9
2022-2023	7	7,5	7,3	6,3	6,3
2023-2024	6,9	7	7,5	6	6,5
Difference from the previous year	-0,1	-0,5	+0,2	-0,3	+0,2

The calculation of scores was revised to include the results of students who took the exam independently. As shown in the table, the average score for this academic year is lower by 0.1 compared to the previous year, primarily due to a decline in "listening" and "writing" skills. However, there was a slight increase in the scores for "reading" and "speaking." It's important to note that the overall quality may have been influenced by the higher number of graduates, which increased by 30 students compared to the previous year.

Starting from the next academic year, the international IELTS exam will no longer be a compulsory assessment for graduates of Nazarbayev Intellectual Schools. Nevertheless, it is planned to continue providing training for 11th-grade students through an elective course aimed at supporting their preparation for university admissions that require an IELTS certificate. This course will focus on developing skills such as "Speaking," while also addressing the challenges students typically face in "Writing," which involves productive skills.

Chart 8.1. Results of the international exam "IELTS" for 2012-2024. Average IELTS score



Practice for the IELTS international exam begins in Year 11. In addition to the compulsory lessons, students study the structure and strategies of the exam during an extra hour of the IELTS preparation elective. Throughout Year 11, students take a mock test to assess their current levels across all skills. The results of this mock test are then analyzed, allowing the curriculum to be adjusted to reinforce necessary skills and provide individual support.

In September, Year 12 students commence in-depth preparation for the exam, which includes 1 to 2 hours of lessons in the IELTS preparation elective course. The timetable also incorporates independent study, speaking practice with foreign teachers, peer educating, and individual consultations with faculty.

Intensive training consists of approximately 8 or more hours per week.

Additionally, teachers and administrators hold meetings with students and their parents to offer counseling on how to improve results and language proficiency for those who scored between 5.0 and 5.5. Based on positive experiences, the school plans to continue:

- Early preparation and practice of conversational skills with foreign teachers
- Organization of in-depth skills training with teacher rotation
- Strengthening career guidance efforts with students and parents to enhance motivation for taking the IELTS

8.3 INTERNATIONAL AND REPUBLICAN OLYMPIADS, COMPETITIONS, CONFERENCES, AND RESEARCH WORK

In the 2023-2024 academic year, 162 students participated in various in-person and online Olympiads, subject competitions, tournaments, and research paper contests. Preparation for these events is facilitated by the school's teachers, along with guidance from scientists. During this academic year, 54 students received scientific counseling from 6 scientists affiliated with regional universities. Since the last academic year, experimental and research work has been conducted in subjects within the natural science curriculum at the school.

The total number of prize-winners from regional, republican, and international Olympiads and project contests reached 95 students. The most significant Olympiads and projects are highlighted in Table 8.4.

Table 8.4 Significant Olympiads and Projects of International and Republican Level

No	Name of student	Title of the event	Occupied position
<i>International level</i>			
1.	Yerzhanuly Batyr	International Avicena Olympiad in Biology, Bukhara, 2024	2
2.	Yerzhanuly Batyr	IJSO, Thailand, 2023	3
3.	Toktarkhanova Zhansaya	INFOMATRIX-ASIA, 2023	3
4.	Zheiskhanova Aizere	International Tuymaada Olympiad (JUNIOR LEAGUE)	1
5.	Sofia Shimolina	Russian Language Olympiad for pupils of the Kazakhstan branch of Lomonosov Moscow State University	2
6.	Izguttinova Aruzhan	XIX International competition of research and creative works of students "Start in Science"	1
<i>Republican level</i>			
7.	Yerzhanuly Batyr	Republican Biology Olympiad, 2024	1
8.		Republican contest of scientific	1

		projects	
9.		National Brain Bee competition, 2024	1
10.	Zheiskhanova Aizere	Republican Olympiad in Chemistry, 2024	1
11.	Magauiya Shyngys, Nurgaliyev Alzhan	Republican contest of scientific projects	3
12.	Sansyzbay Batyr	Republican contest of scientific projects	3
13.	Kumatay Zhanar	Kazakh language and literature Republican Olympiad named after Kanipa Bitibayeva	1
14.	Seytkumarova Zhansaya	Kazakh language and literature Republican Olympiad named after Kanipa Bitibayeva	3
15.	Izguttinova Aruzhan	Republican contest of scientific projects "Water".	2
<i>Network level</i>			
16.	Yerzhanuly Batyr	Network stage of the Republican Biology Olympiad	1
17.	Zheiskhanova Aizere	Network stage of the Republican Chemistry Olympiad	1
18.	Rasululy Zhanibek	Network stage of the Republican Maths Olympiad	1
19.	Yerkebulankyzy Aruzhan	Network stage of the Republican English language Olympiad	2
20.	Niyazuly Torehan	Network stage of the Republic English language Olympiad	3
21.	Toktarbekova Aruzhan	Network stage of the Republican Kazakh language and literature Olympiad	2
22.	Kim Roman	Network stage of the Republican Junior Olympiad English language	2
23.	Keeneskanuly Aldiyar	Network stage of the Republican Junior Olympiad English language	3
24.	Bolatbek Alinur	Network stage of the Republican Junior Olympiad History of Kazakhstan	1
25.	Aslanuly Dinmuhamed	Network stage of the Republican Junior Olympiad History of Kazakhstan	3
26.	Қанарбек Ayzere	Network stage of the Republican Junior Olympiad Kazakh language and literature	3
27.	Zhanatbek Zhanerke	Network stage of the Republican Junior Olympiad Kazakh language and literature	3
28.	Kayumov Abdulbosit	Network stage of the Republican Junior	2

		Olympiad Kazakh Language in Schools with Russian Language	
29.	Fazylzhanova Malika	Network stage of the Republican Junior Olympiad Kazakh Language in Schools with Russian Language	1
30.	Elizaveta Korkina	Network stage of the Republican Junior Olympiad Russian language and literature	1
31.	Ksenia Erofeeva	Network stage of the Republican Junior Olympiad Russian language and literature	3
32.	Oralbek Zere	Network stage of the Republican Junior Olympiad Russian language in Schools with Kazakh Language	3
33.	Əbdikərimova Aysu	Network stage of the Republican Junior Olympiad Russian language in Schools with Kazakh Language	3
34.	Myktybaev Kazhymukan	Network stage of the Republican Junior Olympiad Russian language in Schools with Kazakh Language	3
35.	Asi Kunanbayeva	Network stage of the Republican Junior Olympiad Biology	1
36.	Anastasia Zakharova	Network stage of the Republican Junior Olympiad Biology	3
37.	Zhilkitabeyev Ersultan	Network stage of the Republican Junior Olympiad Geography	1
38.	Seydakhmetov Zarar	Network stage of the Republican Junior Olympiad Geography	2
39.	Rasululy Zheis	Network stage of the Republican Junior Informatics Olympiad	2
40.	Zhaabayeva Əlima	Network stage of the Republican Junior Olympiad Informatics	3
41.	Seytkumar Ali	Network stage of the Republican Junior Maths Olympiad	3
42.	Artur Kuznetsov	Network stage of the Republican Junior Maths Olympiad	3
43.	Belgebaev Abdurahim	Network stage of the Republican Junior Olympiad Physics	2
44.	Daniyaruly Muzaffar	Network stage of the Republican Junior Olympiad	2

		Physics	
45.	Bakytzhan Dinmuhamed	Network stage of the Republican Junior Olympiad Physics	2
46.	Seyitkali Ayaru	Network stage of the Republican Junior Olympiad Chemistry	3
47.	Sagidolda Kamila	Network stage of the Republican Junior Olympiad Chemistry	2

For the academic year 2023-2024, students of the school obtained 9 certificates of copyrights, as shown in Table 8.5.

Table 8.5: List of Students Holding Intellectual Property Copyrights in the 2023-24 Academic Year

№	Author's Full Name	Name of Intellectual Property	Date of Registration	Supporting Document	Brief Description
1	Ksenia Yevgenievna Erofeeva	A Magical Journey to the Residence of Father Christmas	21.11.2023	No. 40616, Kazpatent	Scenario of matinees to celebrate the New Year for General Education schools in the region.
2	Bakytova Zhanbota	Programme for the Site on Propaganda of Tourist Objects in the East Kazakhstan Region	04.09.2023	No. 38889, Kazpatent	Developed a website to showcase tourist destinations across the EKR.
3	Abdikarimova Aysu Assetkyzy	Networking Technologies Website Programme	04.05.2023	No. 38037, Kazpatent	A digital resource for studying the "Network Technologies" section for students in grades 5-7 of general education and specialized schools for gifted children. The website can be used by teachers during lessons and by students during blended learning. It also assists pupils in reviewing material and preparing for SAU and SAT assessments in the "Network Technologies" section.

4	Kairbekkyzy Sara	A Collection of Drawings "Ayl gumyry" Made on a Graphic Tablet	06.03.2024	No. 43882, Kazpatent	This series of drawings reflects the main stages of a woman's life from birth to old age. The work was completed in anticipation of International Women's Day on March 8, and an exhibition was organized.
5	Arystanbekov Alpamys Rinatuly	Baiterek Tili Website Programme	06.05.2023	No. 38473, Kazpatent	A digital resource for learning the Kazakh language at various levels. The site's resources can be utilized by teachers in Kazakh language lessons and by students and adults for independent language learning.
6	Bakytova Zhanbota Zharkynkynkyzy, Kayirman Əmina Bauyrzhankyzy, Erlankyzy Erkezhan, Sagatova Adina Arshynkyzy	Healthy Diet for a Healthy Planet Website Programme	06.12.2023	No. 43071, Kazpatent	A digital resource promoting healthy diets for both humans and the planet. The site aims to reduce greenhouse gas emissions and improve the ecological health of the planet. Through the diet presented on the website, individuals can enhance their health.
7	Bakytova Zhanbota Zharkynkizy, Akhmetzhanova Alfiya Erzhanovna, Sagatova Adina Arshinkyzy, Serikkhanova Sabina Askarkyzy, Marat Aziz Maksatuly	Programme for the "New Planet for New Life" Website	07.03.2024	No. 45191, Kazpatent	A digital resource of informational and educational character with popular science content. The site's resources can be used by teachers in physics and astronomy lessons, containing information about each selected planet suitable for life.
8	Malikuly Aldiyar	Programme for the Website "Water shortage problem in Kazakhstan"	01.04.2024	No. 45720, Kazpatent	A digital resource of informational and educational nature aimed at raising awareness about the issue of water scarcity in Kazakhstan. The site's resources can help familiarize the population

					with this pressing problem.
9	Nurlanov Jalil Kanatuly	Programme for the Site "LWL - Learn Without Limits"	25.03.2024	No. 45988, Kazpatent	An information and analysis website about digital technologies in implementing inclusive education. This website is designed to provide information and resources on how modern technology can improve access to education for all learners, including those with special educational needs.

As part of the summer school program to support gifted and talented students, 15 children are taking various courses on the Coursera platform for free during the summer.

Table 8.5 List of students enrolled in courses on the Coursera platform

No	Name of student	Class	Directs the chosen course from the platform
1.	Rasululy Zhanibek	10D	Mathematics
2.	Ashimkhanova Aiyim Oskembekovna	11C	Build a user interface using Python language
3.	Magauiya Shygys Altaiuly	10A	ICT
4.	Masryt Zhanaidar Baizhanuly	11A	Chemistry
5.	Rizabek Rasul Mansuruly	10C	Physics
6.	Madi Dauletuly Orazkhanov	11B	Physics
7.	Toktarbek Dinmuhamed Muratuly	11B	ICT
8.	Azamatova Aruzhan Azamatkyzy	11A	Business, Economy
9.	Sagidolda Sayajan Dzhambulatovna	11C	Machine Learning for Accounting with Python
10.	Kapar Alina Aydynkyzy	11B	Mathematics
11.	Serikova Akbayan Dumankyzyzy	11A	Biology
12.	Bakytova Zhanbota Zharkynkyzyzy	9E	ICT
13.	Tashkenova Aisha Nurlanqyzyzy	10C	Biology
14.	Dana Askhatkyzy Kaparova	11C	AI and disaster management
15.	Muratbek Zhuldyz Aikynkyzy	11D	Biology

8.4 INTERNAL SCHOOL CONTROL

At the beginning of the school year, in accordance with the new Model Regulations on Intra-School Control in branches of the autonomous educational organization "Nazarbayev Intellectual Schools," approved by the Board of Directors of "Nazarbayev Intellectual Schools" AEO on August 17, 2023 (Minutes #39), the school revised its internal regulations and the activity plan for intra-school control. This plan encompassed all areas of the school's operations and identified responsible individuals for each aspect. The implementation of the internal control plan was discussed weekly during the school director's meetings.

In analyzing the execution of internal control regarding academic work, monitoring of teaching and various aspects of the NIS program was conducted throughout the year through lesson visits within the framework of the school assessment phase. During this in-school monitoring, several issues were identified, particularly related to the experimental introduction of the adaptive-active teaching method in chemistry for grade 11, the testing of NIS-online in core subjects, and the history of Kazakhstan for grades 7-8, as well as in subjects taught in English (October 2023).

Special attention was given to the subjects of physics and informatics, as there were low indicators of knowledge quality and teaching effectiveness in English for grade 11. Additionally, physics and computer science were taught by international teachers for the first time, necessitating an assessment of their experience and teaching quality. A survey of 11th-grade students was conducted to objectively evaluate the teaching effectiveness. Based on the monitoring results, additional measures were identified to enhance the language skills of both teachers and students, as well as to organize supplementary activities within the subject association to provide methodological support to the newly recruited international teachers.

At the beginning and end of the semester, a class-generalization control was performed to investigate the reasons for low academic performance among students in grades 9 and 10, along with individual work with students in grades 7 and 9. Measures were taken based on the control results, in accordance with the recommendations from the internal control commissions.

The school principal approved the working group and established deadlines via an official order. The results of the internal control were reviewed during meetings of the methodological association, where the action plan for implementing the proposed recommendations was discussed. Throughout the academic year, personal control was also organized—based on oral and written requests from heads of departments, supervisors, and parents—focused on the quality of teaching physics in class 10A and English in class 10E. Following the internal control results, teachers received methodological support, and discussions were held to analyze the underlying causes and potential solutions.

This year, the school continued its commitment to enhance teaching and learning by focusing on the following areas:

- ✓ Adapting resources (video resources) to the learning format (timing for the demonstration of video resources)
- ✓ Knowledge of regulations and proper use of criterion-referenced terminology

- ✓ Providing constructive feedback and guidance to students based on lesson outcomes in assessments
- ✓ Utilizing various methods to capture learning outcomes and demonstrate each student's progress
- ✓ Fostering students' independence in goal setting and problem-solving within the studied topics

8.5 ELECTIVE COURSES

The school offers elective courses for students in grades 7 through 12, with different objectives at each stage of education. In basic school, elective courses either deepen the content of compulsory subjects or cater to students' cognitive interests in areas not covered by mandatory subjects. These courses foster a positive attitude toward learning, support students' self-determination, and help them make informed choices for advanced study in senior school and potential career paths. In high school, electives reinforce core subject knowledge and prepare students for university admission.

At NIS of ChB in Ust-Kamenogorsk, elective courses are organized differently in basic and high schools due to the differing objectives at each education level. Recognizing that the effectiveness of elective courses depends on conscious choices, students in grades 7-9 were given the opportunity to select courses based on their interests. To facilitate this, an exhibition and fair of elective courses were held. Following the event, the following elective courses were offered during the academic year:

1. **Courses to Enhance Academic Knowledge and Research Skills:**

- ✓ Chemistry Laboratory Workshop
- ✓ Basics of Life Safety
- ✓ Scientific Support
- ✓ Prof-Guide
- ✓ The World of Maths
- ✓ Music
- ✓ Personal Development
- ✓ Olympiad Preparation (biology, mathematics, computer science, chemistry, geography)
- ✓ Nanotechnology
- ✓ Biotechnology

2. **Courses for Developing IT Skills:**

- ✓ ICT (Robotics)
- ✓ ICT (Computer Graphics and Design)
- ✓ Information and Communication Technologies

The curriculum analysis of these elective courses revealed the following key objectives:

- ✓ Increasing student interest in subjects
- ✓ Identifying gifted and creative students for Olympiad and project preparation
- ✓ Fostering creative initiative and research skills
- ✓ Developing problem-solving models

- ✓ Enhancing public speaking and language skills

Teachers reported significant progress in student development through elective courses, which required diligence, time, attention, and concentration. These courses also contributed to the acquisition of practical skills. The diverse age groups presented challenges in terms of differentiation, but they also encouraged mentoring, where more advanced students helped newcomers, strengthening social ties.

However, allowing students to choose courses also highlighted challenges. Some students struggled to keep up with the demands of certain courses, particularly those focused on Olympiad preparation. Teachers also noted time constraints as a limiting factor in fully mastering the content.

In high school, elective courses focused on preparing students for university admission. At the beginning of the school year, individual interviews were conducted with students, parents, supervisors, psychologists, career guidance counselors, the deputy headmaster for academic work, and the principal. The goal of these meetings was to determine students' career aspirations, assess their capabilities, and outline steps to achieve their goals. Based on this, students were divided into target groups, and the following elective courses were designed:

- ✓ IELTS Preparation
- ✓ NUFYP Preparation (chemistry, physics, biology)
- ✓ SAT Preparation (Reasoning, Mathematics)
- ✓ NUET Preparation (Mathematics)

Additionally, electives were organized to strengthen readiness for the external comprehensive assessment in humanities subjects:

- ✓ Kazakhstan in the Context of Globalisation
- ✓ Academic Writing

An annual Open Evening Science Fair is held to monitor the effectiveness of elective course teaching.

8.6 POLYLINGUALISM

The work in this direction continued in the current academic year in the same format. As part of the development of polylingualism at the school, special attention was paid to teaching specialised subjects in English at the high school as part of a project aimed at gradually replacing foreign teachers.

In the second quarter, all biology, chemistry, physics, and informatics lessons at the high school were observed, and monitoring of local teachers' English-language instruction was conducted. The results of this monitoring were discussed in a school meeting, and individual goals were set for each teacher to improve their English teaching skills. By the end of the school year, all high school teachers were able to conduct all or part of their lessons in English.

As part of the Second Foreign Language Project, from the first half of the 2023-2024 academic year, two groups of students studied German to prepare for the international DAF exam under the guidance of teacher E.V. Shikhotova, while one group studied Korean as part of an extracurricular program led by librarian-teacher Kairken Shyryn, to develop language skills. It is worth noting that the number of students interested in learning Korean is growing, though the region lacks specialists to teach the language.

Throughout the year, the school organized several activities to motivate students to learn a second foreign language. These included participation in language contests and Olympiads, as well as meetings with representatives from German educational institutions and school graduates currently studying in South Korea. According to a survey on the demand for studying other foreign languages, interest in learning Chinese remains low, but there is growing demand for French. In the next academic year, the school plans to continue cooperation with the German Center and seek specialists to teach both Korean and French.

9.SCHOOL EXPERIENCE DISSEMINATION

9.1 DISSEMINATING OF EXPERIENCE WITHIN THE FRAMEWORK OF THE "REFERENCE SCHOOLS" PROJECT

Coverage of schools: Markakol School No.1, Zaisan School named after M. Auezov, Samara School-lyceum named after J. Bolganbaev, Akzhar School named after Abai, Shemonaikha School No.5 named after Akhmet Baitursynov.

In the academic year 2023-24, all activities according to the plan were implemented. Table 9.1 shows basic information on the activities carried out.

Table 9.1 Information on activities for the academic year 2023-24

No	Title of the event	number of participants	What activities have been carried out (number)	Conclusions from the event	Feedback from participants
1	Visit to schools on "Developing students' research skills"	307	55-seminar trainings 55-practices	<ul style="list-style-type: none"> - Most schools have received new equipment, but there are difficulties in connecting them to the educational process. - In Akzhar school, the new equipment is lagging behind, which stops the process of rapid entry into the project. - Preparing for the second half of the year for reference schools' internships. - Outdated equipment in the school of Nazarbayev Intellectual School of chemistry and biology in Oskemen town, which does not correspond to 	At the end of the internship, administrative management staff and teachers of rural schools evaluated the work done by the Nazarbayev Intellectual School of chemistry and biology in Oskemen. They noted that the visit programme was very useful, as they got answers to most of the questions that had been accumulated over the years. Now they want to see how everything is going on in the school of Nazarbayev Intellectual School

				<p>the new equipment, which are equipped with support schools.</p> <ul style="list-style-type: none"> - Weak internet in villages, which prevents online seminars and trainings. 	<p>of chemistry and biology in Oskemen town.</p>
2	<p>Internship for rural school teachers on the theme "Reference School: Organisation of Educational Work in the Context of Modern Guidelines"</p>	120	<p>Open lessons - 73 Master class - 25 Seminar-trainings - 18 Workshop - 3 Trainings- 5</p>	<ul style="list-style-type: none"> - Most of the guests are interested in their professional development and want to learn about trendy areas in education, such as STEAM learning, use of ICT in assessment, etc. - School administrators need seminars/master classes on school management, creation of annual plans, etc. - Deputy directors are interested in progressive projects to be introduced and implemented in their schools, such as fathers' forum, tugan elge tagzim, etc. - Teachers know theoretical about lesson study, but would like to participate in a real project with our school themselves - Schools have expressed interest 	<ul style="list-style-type: none"> - Conducting a master class/seminar on writing an author's programme - Conducting lesson study in practice - STEAM training - Planning and implementation of educational project activities at school - Use of digital platforms in lessons - Conducting assessment in lessons - Planning and carrying out practical work

				in organising joint activities with foreign schools as NIS partners	
3	Online webinar on the topic "Parent University"	17	Online webinar	The participants of the online meeting expressed their wish to participate in the activities mentioned during the webinar. It was noted that the course of the meeting was free format, and special time was allocated for questions and answers.	The work of the Parents' University, the event "Mothers' Council" is a visual representation of the stages of organisation in real school practice.

9.2. JOINT COMMERCIAL PROJECT WITH LTD KAZZINK IN SUPPORT OF SCHOOL NO. 16 IN RIDDER

Coverage of schools: School No. 16 of Ridder town

Number of teachers + trained school administrators:

8 teachers + 4 members of the administration

Forms of organising the translation of experience:

- SEMINARS AND TRAININGS - 11;
- WORKSHOPS - 11;
- 9 EVENTS FOR THE SCHOOL ADMINISTRATION.

On 30.10.2023 on the basis of Nazarbayev Intellectual School of chemistry and biology in Oskemen town held a seminar-trainings and workshops for teachers, director and her deputies. 8 subject teachers (mathematics, physics, chemistry, biology, informatics/robotics/3D modelling) at the request of teachers of Ridder school conducted trainings on organisation of educational process with gifted and talented students in the first part and workshops on use of equipment in the second part.



Workshops

As part of the agreement with teachers and administrative management staff of the school, teachers of Nazarbayev Intellectual School of chemistry and biology in Oskemen town shared methodological resources that help them to work with multilevel students in classrooms. They also shared how they prepare devices for laboratory and practical works. Librarian of the school shared with teachers and administrative management staff of the school online and offline resources used by NIS teachers.



Familiarisation with the work of NIS Engineering

According to the developed internship programme, separate master classes and training seminars were held with the Ridder school administration. The main areas of work included: elaboration of the school development plan, consideration of the mission, vision and values of the school, organisation of work with gifted and talented students, application of digital resources for school management and library resources.



Feedback on the internship

At the end of the internship, teachers and administrative management staff of Ridder school gave an assessment of the work done by the Nazarbayev Intellectual School of chemistry and biology in Oskemen town. They noted that the programme of the visit was very useful, as they got answers to most of the questions that had been accumulated over the years. Now they wish to implement the gained experience.

10. Career guidance activities

10.1. WORK WITH SCHOOL GRADUATES

In the outgoing academic year, our graduates demonstrated impressive results in gaining admission to leading international universities, while receiving well-deserved scholarships:

1. Alima Erbolkiza Kisamgalieva - Ulsan National Institute of Science and Technology, South Korea (scholarship)
2. Kaparov Daulet Muratjanuly - University of Pennsylvania, USA (full scholarship)
3. Shahnadir Makhmutov - Lignan University, PRC (scholarship)
4. Muratbek Aruzhan Muratbekkyzy - Northwestern University in Qatar, Qatar
5. Zhansaya Aslanqizi Toktarkhanova - Xiamen University Malaysia, Malaysia
6. Aiganym Birzhankyzy Akhmetova - Carnegie Mellon University in Qatar, Qatar
7. Nurgaliev Batyrkhan Nurgalievich - Tokyo International University, Japan
8. Tokhtar Shugyla Zhanatkyzy - The Hong Kong Polytechnic University (PolyU)
9. Adylbayeva Marzhan Beibitovna - New York University Abu Dhabi, UAE
10. Tolegenkyzy Aruzhan - University of Veterinary Medicine in Budapest

In addition, 19 of our students entered Nazarbayev University on a full scholarship, including 17 students on the first year and 2 on the foundation programme. This represents 24% of the total number of enrolments this year.

The total number of our graduates who have gone on to university on international programmes exceeds 30, representing 37% of the total student population.

One of the key areas in career guidance is introducing students to international universities. Our school actively organises online meetings with alumni who continue their studies abroad. The following meetings were organised in the academic year 2023-2024:

1. Muratov Ali - student of City University of Hong Kong (2022)
2. Temirbekov Erasyl - The Hong Kong University of Science and Technology (HKUST) (2022)
3. Madinetova Asem - Gazi University (2022)
4. Adel Toleubekova - Korea University (2019)
5. Bolatbekova Aruzhan - New York University Abu Dhabi (2021)
6. Adalbek Anel is a student at Carnegie Mellon University (2022)
7. Ashimova Raushan - The University of Manchester (2021)
8. Nurmuhamet Rahat - Northwestern University in Qatar (2021)
9. Tileuken Aiaulym - Tokyo International University TIU (2023)

In addition, offline meetings were organised with representatives of educational organisations such as USA Education, Nazarbayev University, MNU and KBTU, etc.

These activities broaden students' horizons and help them make informed decisions about their future education and careers.

SAMGAU ALUMNI FORUM

SAMGAU 2023 FORUM - INITIATIVES GIVE BIRTH TO NEW IDEAS

On 22 December, the annual NIS forum "Samgau", which united graduates of different years, was held in the Intellectual School of Chemistry and Biology in Oskemen town. More than 30 graduates of the school took part in this large-scale event, a bright event in the life of NIS.

A unique dialogue platform between alumni and students was initiated by the Alumni NIS Association.

The forum organised five sections (IT, Medicine, Business, Humanities and Oil and Gas), where participants discussed modern learning technologies and gave detailed information about their career paths. There were also a number of panel sessions where high school students were given the opportunity to discuss the issues of choosing a university and preparing for admission. The conversation turned out to be informative, with alumni speakers telling high school students about the system of entrance exams, sharing their experience, and giving advice and recommendations.

The forum ended with a raffle of prizes, courses and certificates.

All participant-speakers were presented with thank-you letters and souvenirs.

CAREER FAIR

As part of the career guidance week in NIS, a "**specialities fair**" was held in Oskemen. During the event, high school students met with representatives of different spheres and listened to the advice of leading specialists on choosing a profession. Among the honoured guests, who shared with students the subtleties of work, which they carry out daily, were representatives of medicine, legal consultations, IT and engineering, judicial system, economy, border service, tourism and services. It should be noted that the staff of the University of the Regional Centre did not stay away from such an event and organised an exhibition designed to acquaint future students with their educational institutions. In turn, young people who met and talked with different specialist owners say that the meeting was useful and filled with valuable information. Therefore, in order not to make a mistake in the choice of profession, students with great responsibility, carefully study and proceed to this business.

NUET FOR ADMISSION TO NAZARBAYEV UNIVERSITY

This academic year our school continues to actively support students' participation in the NUET (Nazarbayev University Entrance Test) for admission to Nazarbayev University - the largest research university in Central Asia.

This year, 31 students took the test. The average test score was 128.9, with the maximum possible score of 153.

These data testify to the high level of preparation of our students and their aspiration to receive a quality education in an educational institution of such a level as Nazarbayev University. Organisation of participation in the NUET test allows our students to demonstrate their knowledge and abilities necessary for successful admission to the university.

ABOUT THE LAUNCH OF A SAT CENTRE AT OUR SCHOOL

This past year, our school proudly opened a 35-seat SAT Centre, giving students the opportunity to take the international SAT test in an online format. This event was a significant step in preparing our students for international universities.

Three testing sessions were organised during the past period, in which 27 students participated from our town. In total, more than 50 students from grades 11-12 took the SAT,

which emphasises the interest and commitment of our students to academic growth and excellence.

The average score on the test was 1290 out of a possible 1600. The maximum score this year reached 1560, which indicates the high level of preparation of our students and the effectiveness of SAT Centre training.

The opening of the SAT Centre was an important step in developing educational opportunities for young people, providing access to internationally recognised learning standards at our school.

10.2. COMPETITIVE SELECTION

According to the order of the Deputy Chairman of the Board of "Nazarbayev Intellectual Schools" AEO № 372 /OD from 21 November 2022 "On the organisation of competitive selection of applicants for training at Nazarbayev Intellectual Schools", Order 44/OD from 17 February 2023 and the plan of the organisation of admission of documents and competitive selection, the school organised the work of the admission committee and approved the Action Plan for the organisation of work. According to the Order № 311 OD from 24.11.2022 "About creation of admission commission within the framework of competitive selection of applicants for training in NIS of ChB in Ust-Kamenogorsk" from 01 December 2022 till 10 January 2023 the documents of applicants were accepted. Organisation and carrying out of competitive selection 02-03 March 2023, was carried out according to the Order № 65/OD from 22.02.2023.

According to the results of the work done, 453 students with the Kazakh language of education and 153 students with the Russian language of education participated in the testing, a total of 622 applicants applied for participation in the competition. Thus, there is a slight increase in the number of applicants compared to the last academic year, but it is necessary to strengthen informing parents about the time of completion of registration, especially the first stream, to reduce the number of latecomers. In addition, to recommend to the central office to postpone the date of competitive selection to the month of April, when there are fewer extreme weather conditions and problems with the arrival of candidates from remote regions.

As for the conduct itself, the tender was carried out in strict accordance with the instruction without violations and in compliance with all sanitary and epidemiological requirements.

According to the results of the competitive selection, based on the decision of the Republican Commission for awarding educational grants "Orken" 120 grants were awarded, including 77 - with Kazakh language of education and 43 - with Russian language of education. A reserve list of 86 applicants was approved, including 60 with the Kazakh language of instruction and 26 with the Russian language of instruction. As a result, in Kazakh classes will be formed 3 classes and 5 groups of 16 students, with the Russian language of education - 2 classes and 3 groups of 14 students. Thus, the minimum passing score in classes with the Kazakh language of education was 975, which is 81 points lower than last year's indicator, in classes with the Russian language of education - the minimum passing score in the applicant was 895 points. In 2022 this indicator was 767, 131 points more than last year and close to the indicator of 2021 - 802 points. Corresponding changes occurred in the share of applicants who have scored the threshold points and admitted to the competition for the award of the Grant, is characterised by positive dynamics for students with both Kazakh and Russian language of education in the context of the last three years, which indicates a purposeful preparation of students to enter the intellectual school. Changes in the rules of awarding the grant by ranked list, without taking into account the language of instruction levelled the quality of applicants.

10.3. SUMMER SCHOOL

From 3 June to 14 June 2024, the school held its traditional summer school for students in grades 7-9, 11 at NIS.

The number of students who participated in the summer school was 257, and the number of teachers who conducted classes was 51. The following programmes were developed within the framework of the summer school:

- Integrated STEAM course: Creating a mechanical arm for grades 9;
- STEAM inspiration for innovation for 11th graders;
- English for grades 7,8;
- Preparing for the PISA exam grades 7-8;
- School training camps for Olympiad preparation for grades 7-8 on Social Humanities and Natural Science, as well as programmes of various clubs and educational activities.



Creating a Solar Oven



Laboratory lesson on studying the topic "Mechanism of limbs work"

The main goal of the summer school: to review and repeat the topics that were difficult for the students during the year through games and creative teaching methods. In the project-research direction, the students were preparing for the upcoming selection for the ATC among other NIH, as well as preparing projects for participation in the Republic Scientific and Practical Centre "Daryn" and obtaining author's certificates. The supplementary education department held classes on dancing, singing and playing the dombra.



Between classes, students also participated in the project "One day at work with parents", which also influenced students' interest. In general, the summer school covered a very large

range of activities for the students, which allowed them to express themselves in different areas of their lives.

The second direction of the summer school was called "Robotics with Arduino/EV3, Speak English with us!", where students of 5-6 grades of local schools took part on a paid basis. The course consisted of two parts: 1. Study of robotics and 2. English language, where students studied English and basics of robotics with foreign and local teachers for 5 days for 4 hours a day. The course was attended by 26 students from the local schools. At the first lesson, all students were divided into groups to make it interesting for everyone to study English and robotics.



In addition to academic classes, the participants attended eco-activities, laboratories of Eastern Kazakhstan State University named after S. Amanzholov, the school library, psychological relief room, choreography, TV studio, audio studio and gym. The main goal was to interest potential students of NIS in the future. We tried to convey to them the atmosphere and life of NIS students.



At the end of the robotics course, students competed with each other on the rules of the game "Line Movement" and in English there was an interactive game.



At the end of the summer school, the summer school participants gave feedback on the summer school and then were awarded diplomas by the school principal.