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ANNUAL REPORT LLP «ALPAMYS SCHOOL» FOR THE 2024-2025 ACADEMIC YEAR



Astana

ANNUAL REPORT LLP “ALPAMYS SCHOOL” FOR THE 2024–2025 ACADEMIC YEAR

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1. GENERAL CHARACTERISTICS OF THE SCHOOL

1.1. Full name –

Limited Liability Partnership “Alpamys School”.

1.2. Legal address: Astana, 010016, Nura District, Kabanbay Batyr Avenue 49/2

Phone numbers: +7 7172 72 56 56; +7 775 307 06 33; +7 777 177 58 40

Email: info@alpamys.edu.kz

Website: <https://www.alpamys.edu.kz/>

1.4. Founder of the school: Dzhaksalykov Damir

1.5. The school bases its activities on the following legal documents:

- Charter of the institution, approved by resolution No. 02/22 dated March 10, 2022;
- License for the right to engage in educational activities (Registration No. KZ18LAA00012002 dated June 1, 2018), valid indefinitely;

State Attestation (Protocol dated May 31, 2024), valid until 2029.

Based on the relevant certificate and the valid license, the school holds the status of a “private general education institution” and “Secondary general education school” and implements the main educational programs of primary general, basic general, and secondary general education..

1.6. Since 2023, Alpamys School has been a member of the Council of International Schools (CIS).

- Total number of classes: **55**
- Number of classes with education in Kazakh: **13**
- Number of classes with education in Russian: **42**
- Number of students studying in Kazakh: **177**
- Number of students studying in Russian: **746**
- Number of primary classes: **31**
- Number of secondary classes: **24**

INFORMATION ON THE SOCIAL STATUS OF STUDENTS:

Total number of students: 923

Number of boys: 507

Number of girls: 416

Indicator	Number
Single parent family	46
Two-parent family	877
Large family (student's full name indicated)	160

Health status:

Indicator	Number
Children in dispensary supervision	1
Children with disabilities in the family	5
Orphans and children without parental care	1

SCHOOL PHILOSOPHY

To create an inspiring educational environment where every student can fully unlock their potential and face the challenges of the world as responsible citizens.

SCHOOL MISSION**ANTICIPATE AND OUTPACE, TODAY AND NOW**

In its activities, the school strives for harmony between the past, present, and future, fostering in students not only leadership qualities but also the ability to see opportunities where others see only challenges. The school's goal is to keep pace with the times, anticipate its development, outpace events, and respond flexibly to the challenges of modern society.

Alpamys School provides an educational environment that is safe, welcoming, and comfortable, with a focus on developing skills and functional literacy.

In the educational process, the school uses **82 classrooms**, including:

Primary school classrooms	31
Physics classrooms	1
Chemistry classrooms	1
Biology classrooms	1
Mathematics classrooms	4
History and Law classrooms	3
Geography classrooms	1
Kazakh Language and Literature classrooms	8
Russian Language and Literature classrooms	4
Foreign Language classrooms	11
Computer Science classrooms	5
Robotics classrooms	4
Basics of Military Training classrooms	1
Other specialized classrooms	7

All educational facilities comply with the sanitary and epidemiological requirements established by the Order of the Minister of Health of the Republic of Kazakhstan dated August 5, 2021, No. Ministry of Health of the Republic of Kazakhstan-76 “*On the Approval of Sanitary Rules ‘Sanitary and Epidemiological Requirements for Educational Facilities’*.”

To implement the practical component of the educational programs, the school operates three specialized laboratories: Physics, Chemistry, and Biology.

For arts and crafts classes, a Service Labor Workshop and a Metalworking Workshop have been established. Within extracurricular activities, a multifunctional HUB is available, which includes a Pottery Workshop, a Woodworking Workshop, and a hall for Robotics and Programming training.

A medical unit (treatment room, reception area, and isolation room) is equipped to provide primary qualified medical care, operating in accordance with the current standards of medical care in secondary education institutions. Psychological support for students is provided in a specially equipped Psychology Room, staffed by three school psychologists.

For physical education and sports classes, the school has three gyms equipped with the necessary sports equipment. To promote a healthy lifestyle and physical training, large and small swimming pools are available, fully compliant with established standards, as well as a climbing wall for rock-climbing training.

Mass events are held in the Assembly Hall, which is equipped with modern musical equipment and an LED screen.

The school has a library with a reading room accommodating 34 seats.

The school canteen, located on the first floor, includes a spacious dining hall with 700 seats. For outdoor activities, a playground is provided in the school yard for primary school students.

All 82 classrooms are furnished with two-seat student desks and height-adjustable chairs, as well as cabinets for storing handouts and methodological literature.

The classrooms are equipped with interactive panels, which significantly enrich the learning environment and increase the efficiency of the educational process.

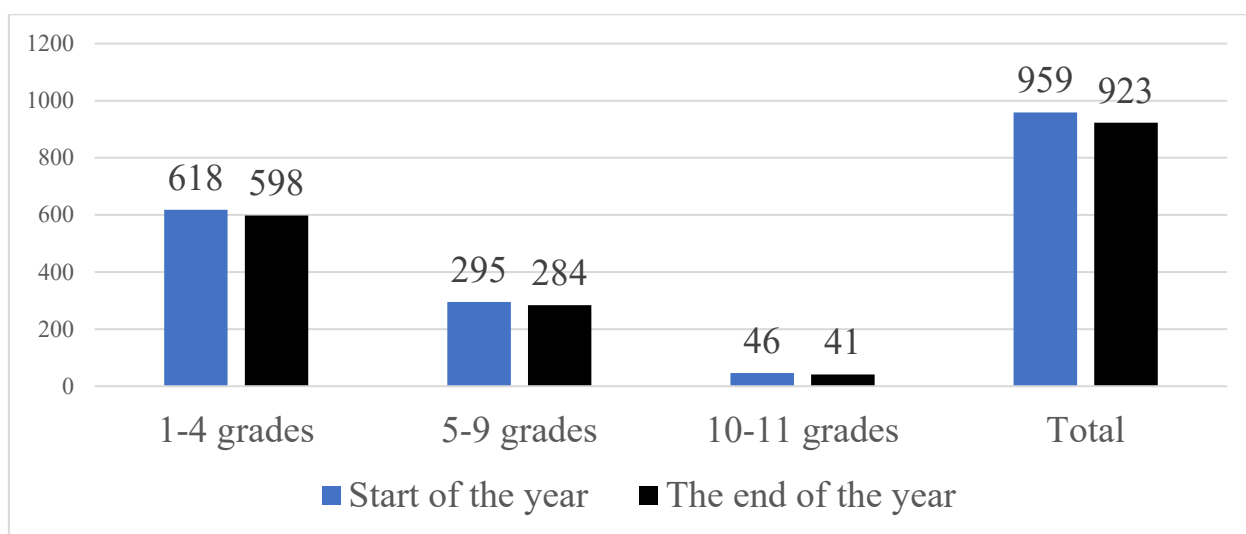
In accordance with subject specifics, classrooms are supplied with visual aids, charts, posters, as well as sets of teaching and reference literature.

The school has **239 units of computer equipment**, of which **213 computers and laptops** are directly used in the educational process.

The school is connected to the Internet via a fiber-optic communication line (FOCL), providing a data transfer speed of **200 Mbps** under a service contract with the provider. For the organization of distance learning, the **Microsoft Teams** platform is used.

SCHOOL ENROLMENT

Number of students: the number of arrivals and departures at the end of the third quarter was 930 students, including by level of education (see graph).



As can be seen, by the end of the year the number of students in the primary level decreased by 20 students. In the middle and upper tier, the decrease amounted to 11 and 5 students, respectively.

Overall, the school recorded a net decrease of 36 students over the year, with 94 students withdrawn and 60 new students arrived.

Including by classes:

Grade level	Arrived	Withdrawn	Dynamics
1 st grade	13	17	-5
2 nd grade	2	8	-6
3 rd grade	6	12	-6
4 th grade	6	8	-2
5 th grade	8	11	-3
6 th grade	2	8	-6
7 th grade	7	4	+3
8 th grade	4	6	-2
9 th grade	4	4	0
10 th grade	5	6	0
11 th grade	2	6	-4

Educational Institutions	Number	%
State general education schools	55	46%
Private schools	22	21%
Within the Republic of Kazakhstan	11	16%
Abroad	6	17%
Total	94	

The analysis of student withdrawals shows that a significant share — 46% — transferred to state general education schools, including newly opened schools (“comfortable schools”).

Gender and Ethnicity of students

	Total	Girls	Boys
1st grade	184	41%	59%
2nd grade	115	42%	58%
3rd grade	179	43%	51%
4th grade	120	47%	53%
5th grade	80	45%	55%
6th grade	71	47%	53%
7th grade	62	53%	47%
8th grade	36	56%	44%
9th grade	35	38%	62%
10th grade	33	35%	65%
11th grade	8	40%	60%
Total	923	44%	56%

The gender ratio has a slight advantage in favor of boys - 6%.

Nationality	Number	%
Kazakh	735	79%
Russian	99	10%
Korean	24	2%
Ukrainian	9	1%
Turkish	7	1%
Tatar	15	1%
Belarusian	3	0,03%
German	6	0,06%
Uzbek	5	0,05%
Azerbaijanis	4	0,04%
Dungan	2	0,02%
Uyghur	4	0,04%
Kyrgyz	2	0,02%
Albanian	1	0,01%
Armenian	1	0,01%
Czech	1	0,01%
Bulgarian	1	0,01%
Kurd	1	0,01%
Pakistanis	1	0,01%
Georgian	1	0,01%
Indian	1	0,01%

The data on ethnic composition indicate a predominance of representatives of the titular nation (Kazakhs) — **79%**.

II. EDUCATION CONTENT

In the 2024–2025 academic year, the working curricula were developed in accordance with:

- Order of the Minister of Education of the Republic of Kazakhstan “*On the Approval of the State Compulsory Standards for Preschool Education and Training, Primary, Basic Secondary and General Secondary, Technical and Vocational, Post-Secondary Education*” dated August 3, 2022, No. 348 (as amended and supplemented by Order No. 406 dated September 23, 2022);
- Order of the Ministry of Education and Science of the Republic of Kazakhstan “*On the Approval of Model Curricula for Primary, Basic Secondary, and General Secondary Education of the Republic of Kazakhstan*” dated November 8, 2012, No. 500 (as amended and supplemented by Orders No. 365 dated August 12, 2022; No. 412 dated September 30, 2022; and No. 264 dated August 18, 2023);
- Order of the Minister of Education of the Republic of Kazakhstan “*On the Approval of Model Educational Programs for General Education Subjects, Elective Courses, and Extracurricular Courses for General Education Institutions*” dated September 16, 2022, No. 399 (as amended and supplemented by Orders No. 467 dated November 21, 2022, and No. 199 dated July 5, 2023).

The work curriculum structure includes basic and variable components.

The basic component contains items and scope provided by the State Government.

The variable part is aimed at realizing the individual educational needs of students and includes the following subjects:

- «Logic Alemi (“Әлемі”))» —in grades 1–4 with education in the state language;;
- «Logic» — in Grade 2 with education in Russian;
- «Global Competencies» — in grades 5–11;
- «Mathematical Literacy» — in grades 10–11.

The school has created conditions to ensure the quality of education through a system of supplementary learning. The priority areas of supplementary education are mathematics, English language, and physical education & health-improving activities.

For the successful implementation of specialized education in Grades 10–11, elective subjects have been introduced: Physics, Chemistry, Biology, Geography, and Mathematics.

For the comprehensive fulfillment of students’ educational needs in intellectual, spiritual and moral, physical, and professional development, *Alpamys School* provides a wide range of additional educational services.

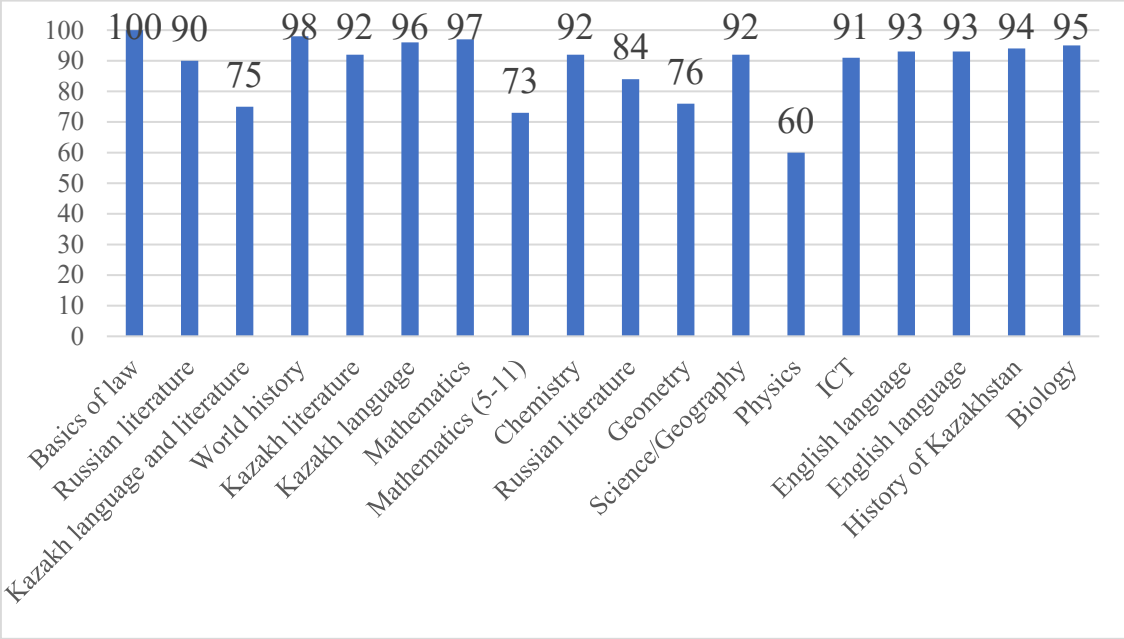
LIST OF SUPPLEMENTARY EDUCATION SUBJECTS:

	1 k z	1 r u	2 k z	2 r u	3 k z	3 r u	4 k z	4 r u	5 k z	5 r u	6 k z	6 r u	7 k z	7 r u	8 k z	8 r u	9 k z	9 r u	1 0 r u	1 1 r u
<i>State Standard</i>	1 9, 5	2 0, 5	2 4	2 4	2 6	2 6	2 6	2 7	2 8, 5	2 9, 5	2 8, 5	2 9, 5	3 1, 5	3 2, 5	3 2, 5	3 3, 5	3 4	3 5	3 6	3 6
<i>Compulsory subjects with 100% coverage</i>																				
Speech development (Kazakh)	2, 5																			
Speech development (Russian)		1, 5																		
Extracurricular reading	1	1																		
Speedreading	1	1	1	1	1	1	1													
Mathematics (Peters)	3	3	3	3	2	2	3	2	3	2	3	2	1, 5	0, 5	1, 5	0, 5	2	1		
Logic	1	1						1												
English (phonics)	4	4	3	3	3	3	2	2	1	1	1	1	1	1	1	1	1	1	1	1
Singapore Math	1	1	1	1																
Singapore science	1	1	1	1	1	1	1	1												
speaking	1	1	1	1	1	1	2	2	2	2	2	2	1	1	1	1	1	1	1	1
Chinese language			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Pobotics									2	2	2	2	2	2	1	1				
Choreography	1	1	1	1	1	1	1	1												
Dombra									0, 5	0, 5	0, 5	0, 5								
<i>By choice:</i>																				
Chess/robotics	2	2	2	2	2	2	2	2												
Football/Basketball/V olleyball/karate/gymn astics	2	2	2	2	2	2	1	1												
Football/basketball/vo lleyball/dance class/chess									2	2	2	2	2	2	2	2	1	1	1	-

EFFECTIVENESS OF EDUCATIONAL PROCESS

Effectiveness of the educational process in subjects is presented in comparative diagrams.

Quality of knowledge in subjects, %



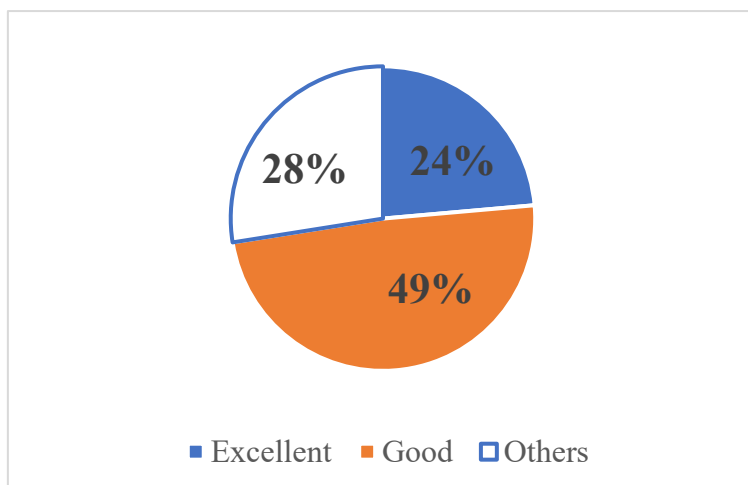
The analysis of the effectiveness of the educational process by subjects shows that, overall, students’ achievements correspond to optimal and high levels of learning. At the same time, particular attention should be paid to the significant difference in knowledge quality indicators between English language (93%) and Kazakh language (75%). This discrepancy may indicate either possible overestimation of grades in English or potential underestimation of grades in Kazakh, which requires further analysis and appropriate measures.

ACADEMIC ACHIEVEMENT RESULTS FOR THE 2024/2025 AND SEMESTERS

Quality of knowledge in 3 years:

Level of education	2022/23	2023/24	2024/25
2-4 grades	78,9%	85,6%	88,65%
5-9 grades	60,9%	58,3%	59,15%
10-11 grades	64,3%	64,3%	58,54%
School performance	71,0%	73,6%	75,64%

The analysis of dynamics over the past three academic years shows that the quality of knowledge has remained stable, ranging between 71–76%. The distribution of students based on the results of the third term of the 2024–2025 academic year by categories of “good” (B-grade students) and “excellent” (A-grade students) is presented in following diagram:



The indicators of knowledge quality by grade levels and for the school as a whole are presented below:

Grade level	KZ,%
2 nd grades	87,83%
3 rd grades	91,06%
4 th grades	85,83%
5 th grades	75%
6 th grades	52,11%
7 th grades	61,29%
8 th grades	55,56%
9 th grades	37,14%
10 th grades	57,58%
11 th grades	62,5%
School performance	75,64%

In grades 2, 3, 4, 5, 6, 7, 8, and 11, the quality of knowledge corresponds to sufficient and high levels of academic achievement, while in grade 9 the quality of knowledge is at an acceptable level, approaching the critical threshold.

By grade breakdown, the indicators of academic achievement corresponding to acceptable and critical levels:

Grade Levels with Below-Average Knowledge Quality (<40%)	KZ,%
8F	27.27%
6I	37.5%
9A	33.33%
9F	38.46%
9G	38.46%

PROBLEM ISSUES:

One of the factors making it difficult to improve academic performance is missing classes for various reasons. During the year, a significant number of students were absent due to departures made at the request of their parents. This has a negative impact on the quality of knowledge and the overall level of academic achievement.

In addition, there is a lack of systematic preventive work of classroom teachers with students. The lack of regular monitoring of academic performance and insufficient interaction between subject teachers and classroom teachers during the quarters lead to conflict situations with parents.

Timely analysis of academic performance and attendance, as well as prompt notification of parents regarding emerging difficulties, would minimise such cases.

Conflicts between teachers and parents are often based on dissatisfaction with the quality of education, the upbringing of children and the perception of teachers' attitude towards the student. To reduce tension and increase trust on the part of parents, it is necessary to:

1. Regularly monitor student performance and analyse the reasons for poor results.
2. Strengthen interaction between classroom teachers and subject teachers by discussing learning indicators at methodological meetings.
3. Arrange individual consultations with the parents of students with low academic performance.
4. Provide parents with more information, not only through the electronic journal (grades, SA scores and comments), but also through personal conversations, parent meetings and the provision of reports on the dynamics of academic performance.
5. Develop and implement a system of preventive measures to prevent academic failure, including additional classes, consultations and psychological support.

Comprehensive implementation of these measures will improve students' overall academic performance and reduce conflicts between parents and teachers.

WAYS TO SOLVE PROBLEMS

1. Dealing with absences

- 1.1. Introduce a system for recording and analysing reasons for absence.
- 1.2. Organising additional classes and individual consultations for students who are falling behind.
- 1.3. Active interaction with parents regarding attendance issues and the prevention of frequent absences.

2. PREVENTING LOW ACADEMIC PERFORMANCE

- 2.1. Regular testing and interim assessment activities.
- 2.2. A mentoring programme in which strong students help those who are falling behind.
- 2.3. Development of individual educational pathways for students with poor results.

3. Improving interaction between teachers

- 3.1. Joint meetings between class and subject teachers every quarter.
- 3.2. Joint plans for corrective work with students.
- 3.3. Strengthening control over the implementation of methodological recommendations.

4. Expanding feedback to parents.

- 4.1. Regular meetings with parents (face-to-face and online).
- 4.2. A single digital platform for interaction between teachers and parents.
- 4.3. Involving parents in the educational process through joint activities and projects.

Comprehensive implementation of these measures will improve academic performance and reduce conflicts between parents and teachers.

CONCLUSIONS

- Over the past three years, there has been a steady positive trend in the development of the school's material and technical base, which ensures the implementation of curricula and state educational standards, as well as the expansion of the range of additional services.
- The number of students has increased by 564, confirming the school's high reputation. However, only 19% (179 students) study in the state language, so measures are required to promote this area.
- The outflow of students from grades 7-10 is recorded, the reasons for which (including the search for schools with a higher level of teaching) require analysis.
- The average level of knowledge over three years is 72.8%, with a success rate of 100%. However, there is a decline in knowledge quality when moving from primary to secondary school, indicating insufficient continuity between stages of education.
- Control over the implementation of training programs is carried out through the monitoring of journals and verification of compliance of the SA for the unit and SA for the term with the requirements of the standards. However, discrepancies have been identified between the quarterly estimates and the results of administrative control work, which indicates the need to improve the assessment system and align it with external requirements.

The school's efforts to enhance the educational process focused on bolstering the professional competence of teaching staff and fostering the functional literacy of students. School methodologists G. P. Kosova and I. A. Ten paid particular attention to introducing modern educational technologies, improving teaching quality, and developing the Olympiad movement and project activities. During the reporting period, seminars and training sessions were held, internal school monitoring was carried out and the effectiveness of teaching methods was analysed.

№	Section	Contents. Name of activities	Timing
1	Quality control of teaching by subject for the first and second semesters.	Development of tests and exams in mathematics and the Russian language for the first and second semesters. Preparing detailed measurement descriptors.	November and April-May
		Conducting control and measurement tests in grades 2-11	April
		Test checking (grades 2 and 3) and control work.	November, May
2	Individual work of methodologists with teachers	Visiting classes of newly arrived teachers	During the year
		Visiting the lessons of teachers undergoing certification	second half of the year
		Attending a series of biology and chemistry lessons, followed by individual lesson reviews with each teacher and writing a report: 'The state of chemistry and biology teaching.'	February-March
		Attending all lessons of fifth-grade students in order to assess their adaptation during the transition from primary school to secondary school.	October
3	Implementation of the principles of continuity in physical education in 5th grade	A survey was conducted among fifth-grade students, class teachers, and teachers working in fifth-grade classes.	November
4	Methodological work	Attending teacher seminars	During the year
		Preparing and conducting a theoretical seminar on 'Types of Formative Assessment.'	October
		Organizing a training seminar "Active methods in teaching" international experience. Foreign colleagues shared their best practices.	October
		Organizing a seminar on artificial intelligence (English teachers shared their experiences).	January
		Seminar "Differentiation and individual approach", "Modern technologies in the educational process", "Assessment as one of the most important aspects of the educational process", "Global citizenship and intercultural".	January
		Role-playing game 'Interview with a CIS expert' Roles: subject teachers; class teachers; support staff: human resources department, accounting department, medical workers, psychologists, health and safety engineers, IT specialists, canteen workers; parents; students.	October
		Prepared CIS preparation tests and conducted them in an online format with a team of teachers.	March
		Presentation the test results at the teachers' council meeting	March
		Conducting a game on testing issues at the pedagogical council	March
		Meeting with the teaching staff on the following topics:	October

		‘A brief history of the school, school structure, management system. School guiding principles: mission, goals, objectives’, ‘Information about the school community (nationality, gender composition, language, material resources). Features of the school's academic programme’.	
		Meeting with the teaching staff on the following topics: ‘Safety and well-being (school safety, staff procedures in emergency situations)’, ‘Digital citizenship and online safety’	October
		Presenting the results of a survey of 5th grade students, class teachers and subject teachers at the school's teaching council meeting.	January
5		Actively participation in the preparation and holding of the city seminar of primary school teachers.	March
		Organizing online training using the Singapore methodology, and we contacted Lilia Mukhamedshina. A group of teachers who worked online were invited to a face-to-face seminar that took place in the city of Gagra.	second half of the year
6	Preparation of materials for electronic testing for the half-year in two languages	Creating tests for all subjects using AI and detailed KTP with learning objectives	During the year
		Quality control of test design	
	Conducting and checking knowledge assessments at the end of the first and second semesters	Creating tests in mathematics and Russian language for electronic testing in fourth grade classes	December, April
		Checking the availability of tests for each subject, drawing up a schedule for conducting tests and exams, supervising tests and exams, and checking tests in primary school classes.	
7	Final assessment of graduating classes	Weekly mock exams in grades 9 and 11 and reporting on the quality of knowledge in subjects (grades 9 and 11)	second half of the year
		Preparation of materials for mock exams (grades 9–11)	
		Checking mock exams. Preparing a detailed analysis followed by work on mistakes.	
8	Checking workbooks, summative assignments	Information on the results of the inspection, provision of information to the administration. Work on correcting shortcomings together with teachers.	3rd term

RECOMMENDATIONS FOR THE 2025-2026 ACADEMIC YEAR

1. Strengthen the analytical component of work

- Introduce systematic analysis of the results of cross-sections, mock exams and tests (in percentages, dynamics, comparison by class).
- Develop phased reports with specific conclusions and proposals for adjusting the educational process.

2. Develop individual support for teachers

- Create a mentoring programme for young teachers and those experiencing difficulties.

3. Deepen the work on the adaptation of fifth graders

- Continue monitoring the adaptation of fifth graders not only in October, but throughout the entire first semester.
- Include psychological diagnostics and joint work with class teachers, parents, and subject teachers.

4. Expand the practical application of AI and digital technologies

- Conduct master classes on the use of AI in the educational process.
- Create a bank of digital assignments adapted to learning objectives and the curriculum.

5. Develop a school culture of feedback

- Introduce regular teacher surveys after seminars to assess the effectiveness and relevance of topics.
- Take teachers' suggestions into account when planning methodological activities.

6. Increase the involvement of the school community

- More actively involve parents and students in project and methodological activities (e.g., through open lessons, parent days, joint events).

7. Continue working on international standards (CIS)

- Conduct regular internal training sessions that simulate elements of accreditation.
- Include topics related to the quality of the school environment, leadership, and ethics in the methodological work plan.

TEACHING STAFF

The quality of the education system cannot exceed the quality of the teachers working in it. Quality composition of teachers for the 2024-2025 academic year. The school employs 115 teachers:

uncertified	21	18,26%
trainee teacher	0	0,00%
teacher	24	20,87%
second category	1	0,87%
moderator teacher	28	24,35%
first category	0	0,00%
expert teacher	18	15,65%
highest category	3	2,61%
research teacher	17	14,78%
master teacher	3	2,61%
Total number of teachers	115	100,00%

II. IMPROVING TEACHERS' QUALIFICATIONS

A teacher working in modern conditions should have sufficient information about current trends in the development of pedagogical science, participate in various competitions, master classes, and engage in self-education. An important area of scientific and methodological work is the continuous improvement of the pedagogical skills of teaching staff through a course system of advanced training, participation in seminars, pedagogical conferences and encouraging school teachers to be certified for higher qualification categories. In the 2023-2024 academic year, in accordance with the amendments introduced by the Law of the Republic of Kazakhstan dated December 27, 2019 "On the status of a Teacher" dated 05/03/2022, in accordance with paragraph 12 of Article 7, teachers must upgrade their qualifications at least once every three years.

During the school year, the teachers of the educational organization completed advanced training courses and took part in professional events in various educational and methodological centers.

1. JSC "Orleu"

12 teachers, including primary school teachers, Russian, Kazakh, and English teachers, as well as school administrators, took courses in various areas (development of subject and professional competencies, innovative technologies, management in education, and teaching methods).

2. CMP JSC OF NAZARBAYEV INTELLECTUAL SCHOOLS

12 teachers, including primary school teachers, mathematics, biology, computer science, and teaching assistants, were trained in modern teaching strategies and competence development..

3. Scientific and Methodological Centre 'Orleu'

3 teachers have completed courses to improve the professional competencies of primary school teachers.

4. LLP USTAZ Centre for Continuing Professional Development of Teachers

Two teachers completed programmes to improve their professional competencies in physical education.

5. Other organisations

- **The Centre for Education and New Innovative Technologies** — 1 teacher.
- **The Methodological Centre of the Astana City Administration** — 1 teacher (3 events).
- **Astana Dariny Centre and Zerdeli Intellectual Development Centre** — 5 teachers (participation in competitions and Olympiads).
- **Y. Altynsarin National Academy of Education** — 1 teacher.
- **Talinger Scientific and Educational Centre** — 1 teacher.
- **MentorEd International Pte Ltd** — 4 teachers (development of creative problem-solving skills).
- **BILIMGE ORLEU** — 1 teacher.
- **International conference in Yekaterinburg** — 1 teacher.
- **AZ Group Education Company** — 4 teachers (robotics).
- **Astana Dariny Centre (preparation for the Robotek Grand Tournament)** — 6 teachers.

RESULTS

A total of 55 teaching staff took various advanced training courses, trainings and conferences during the year, which indicates systematic work to improve the professional level of the team. The main areas of training were the development of subject competencies, the introduction of innovative learning technologies, management in education, robotics and creative teaching methods.

IV. CERTIFICATION-2025

Attestation is a tool for managing the quality of education, which stimulates the professional and personal growth of teaching staff. Certification is carried out in order to confirm the compliance of teaching staff with their positions based on an assessment of their professional activities, determines the need for advanced training of teachers, and identifies prospects for using teachers' potential. In the current academic year, 8 teachers were certified at the city level and 6 teachers at the school level. Of these, there is 1 teacher for the "master teacher", 6 teachers for the "research teacher", 1 teacher for the "expert teacher", and 6 teachers for the "moderator teacher":

The level of pedagogical skills	number	confirmation	appropriation	total
Moderator	6	2	4	6
expert	1	0	1	1
researcher	6	5	1	6
master	1	1	0	1
Total	14	7	6	14

Methodical work at school is an integrated system of interrelated activities aimed at the professional growth of teachers, the development of their creative potential, the improvement of pedagogical skills, as well as improving the quality and effectiveness of the educational process. It contributes not only to the personal and professional development of each teacher, but also to strengthening the creative potential of the teaching staff as a whole.

Main tasks:

- Analysis and evaluation of educational activities: discussion of academic performance, effectiveness of methods, identification of problems and ways to solve them.
- Improvement of pedagogical skills: exchange of experience, introduction of innovative methods, professional development.
- Development of educational work: formation of spiritual and moral values, prevention of offenses, interaction with parents.
- Planning and adjusting the educational process: discussing work programs, introducing new standards, and planning work for the academic year.
- Creating a comfortable educational environment: improving learning conditions and the psychological climate in the team.

The Pedagogical Council is a key tool for managing the educational process, ensuring the development of schools and improving the quality of education.

In the 2024-2025 academic year, four thematic meetings of the pedagogical Council were held:

1. Analysis of educational work over the past academic year and identification of key tasks for the 2024-2025 academic year.
2. Organization of work to improve the efficiency and quality of the educational process.
3. Involving students in social activities — the forms and methods of student participation in socially useful projects are considered.
4. Formation and development of functional literacy of students in Kazakh language and literature lessons as a condition for improving the quality of education.

All issues were considered in detail, discussions were held and appropriate decisions were made.

Methodical associations of teachers are professional communities of teachers who work to improve the educational process, introduce modern methods, improve the quality of education and implement the methodological theme of the school: "Formation and development of functional literacy of students».

In the 2024-2025 academic year, there were 7 methodological associations and 1 coordinator of the scientific society of students. Heads of methodological associations:

Shakenov Yerbolat Orazbaevich – Head of the MA of teachers of the natural and mathematical cycle;

Chukreeva Elena Leonidovna – Head of the MA of Primary School teachers (grades 3-4);

Zaitseva Svetlana Anatolyevna – Head of the MA of Primary school teachers (grades 1,2);

Botaeva Ayangul Boztaevna – Head of the MA of Kazakh Language and Literature teachers;

Khasanova Aigerim Ermekovna – Head of the MA of the English Language teachers;

Akpanova Saule Tulenovna – Head of the MA of the General Education subjects teachers;

Kusainova Magdalina Mukhamedkarimovna – Head of the MA of the Russian Language and Social Studies;

Kozhakhmetova Ainela Amanqoskyzy – координатор научного общества учащихся;

Kobeeva Aliya Meiramovna, Algalieva Nurzat Nursoltanovna – heads of the class teachers' department.

MAIN OBJECTIVES OF THE METHODOLOGICAL ASSOCIATIONS:

- Improving the methodical skills of teachers.
- Discussion and implementation of innovative technologies in the educational process.
- Exchange of experience, development of methodological recommendations.
- Creation of conditions for professional growth of teachers.
- Development of a mentoring and support system for young professionals.

Subject decades are a series of thematic events (Olympiads, contests, quizzes, master classes, and open lessons) aimed at in—depth study of a particular discipline and increasing student interest. The dates of the subject decades for the 2024-2025 academic year have been determined:

№	THE METHODOLOGICAL ASSOCIATIONS	Timing
1.	Trilingualism	September 16–23
2.	Natural sciences and mathematics subjects	November 11-21
3.	Primary classes (grades 3-4)	November 18-28
4	Kazakh language	December 2-13
5.	Masters	January 13-24
6.	Primary classes (grades 1-3)	January 27-February 7
7.	Language subjects and history	February 3-14

8.	English language	April 7-18
9.	General education subjects, physical education and sports	April 21-30

AIMS OF THE SUBJECT DECADES:

- Increasing students' motivation to study the subject through play and creative forms of work.
- Development of creative thinking, independence and teamwork skills.
- Demonstration of achievements of students and teachers.
- Discovering the talents of students through non-standard forms of education.

Methodological associations develop the concept and programs of the decades, create methodological materials, analyze the results of events and use them to further improve the educational process. Thus, methodological associations and subject decades contribute to improving the quality of education, developing student motivation and professional growth of teachers.

V. SEMINARS AND TRAININGS

During the holidays, school seminars and trainings for teachers are held on a regular basis. This academic year, 30 events have been organized, including two meetings of the English Speaking Club and classes on the use of artificial intelligence. These events contribute to the improvement of teachers' professional competence, the development of modern skills and the exchange of advanced pedagogical experience.

- 1. Professional development** — teachers gain new knowledge, study modern teaching methods, and master innovative technologies.
- 2. Exchange of experience** — trainings allow teachers to share successful practices and find new approaches to learning.
- 3. The development of soft skills** — communication skills, stress tolerance, creativity and other personal qualities helps to make the educational process more effective.
- 4. Motivation and inspiration** — participation in seminars and trainings helps to maintain enthusiasm and avoid professional burnout.

The objectives of the school seminars and trainings are:

- **Improvement of teaching methods** — the study of new pedagogical technologies, interactive methods and digital tools.
- **Development of functional literacy** — teaching methods of forming students' critical thinking, information analysis and independent knowledge search.
- **Updating knowledge** — familiarization with updated educational standards, changes in curricula and new requirements.
- **Teamwork development** — strengthening cooperation between colleagues, increasing the effectiveness of teamwork.
- **English Language Proficiency improvement**- learning English with native speakers.
- **School seminars and trainings** help teachers not only improve their skills, but also inspire new achievements in teaching.

	Name of the event	Speaker's full name	time	venue	Responsible Deputy
October 29 to November 01, 2024					
1.	Bullying. The role of the teacher in creating a safe and friendly atmosphere at school	Practical psychologist, Gestalt therapist Batlukova T.A.	13.00-15.00	Assembly hall	The Methodists
2.	Teambuilding "We are together"	School psychologists and physical education teachers	16.00-17.00	sports hall	Imanbekova E.K..
3.	Training seminar "Active methods in teaching: international experience"	Edward Chukwuemeka Rakhshinda Shakir Emehel Adaora Nancy	09.00-10.00	Assembly hall	Kanatbekuly A.
4.	"Types of formative assessment. "	Kosova G.P., Senior methodologist at Alpamys School	10.30-11.00	Assembly hall	The Methodists
5	The use of artificial intelligence in the classroom	Kozhakhmetova A.A., Khasenova A.E., English language teachers	11.00-11.30	Assembly hall	The Methodists
6	English Speaking Club (Edward Chukwuemeka, Rakhshinda Shakir, Emehel Adaora Nancy)				
7	The seminar "Microsoft Teams as an effective tool for online learning". The Top IQ electronic textbook platform.	Ramazanov A.I.	09.00-10.50	Assembly hall	The Methodists
8.	Kundelik Expert	Bulatov D.A., Serikov A.Zh..	11.10-12.00	Assembly hall	Bulatov D.
December 30, 2024 to January 08, 2025					

№	Name of the seminar	Speaker's full name	time	location of the event	responsible deputy
1.	A brief history of the school, the school's structure, and the management system. The guiding principles of the school: mission, goals, objectives.	The Career Guidance Inspector Kanatbekuly A.K.	9.00 -9.30	Assembly hall	The Methodists
2.	Data on the school community (nationality, gender, language, material base). Features of the school's academic program	Deputy Director for Educational work Bulatov D.A.	9.30-10.00	Assembly hall	The Methodists
3.	High-quality staff of the school's teachers An ethical and safe human resource Achievements of students and teachers	Deputy Director for Scientific and Methodological work of Ospan R.Zh.	10.00-10.30	Assembly hall	The Methodists
4.	The profile of a school graduate. School culture and partnership	Deputy Director for Educational Work Imanbekova E.K.	10.00-10.30	Assembly hall	The Methodists
5.	Safety and well-being (about school safety, algorithms for staff actions in emergency situations)	Safety Engineer D.S. Mustafinov.	9.00-9.30	Assembly hall	The Methodists
6.	Data security	IT Engineer Ramazanov A.I.	9.30-10.00	Assembly hall	The Methodists
7.	Digital citizenship and online security	IT Engineer Dzhusupov K.D.	10.25-12.00	Assembly hall	The Methodists
8.	Well-being. Physical safety (algorithms of actions of teachers and classroom teachers in case of injuries, accidents, regulatory documents)	Pediatrician A.M. Zharylgapova.	11.00-11.30	Assembly hall	The Methodists

9.	Well-being. Psychological well-being (algorithms of actions of teachers and classroom teachers in bullying, nervous breakdowns, suicide, regulatory documents)	Psychologists	11.30 – 12.00	Assembly hall	The Methodists
10.	Student Support Service	Deputy Director for Educational Work Imanbekova E.K.	12.30 13.00	Assembly hall	The Methodists
11	"The role of the class teacher in the implementation of educational tasks" - discussion of the role of the class teacher in the educational process, improving his professional competence"	Class teacher E.N. Abduldayeva	13.00 - 13.30	Assembly hall	The Methodists
12	Differentiation and individual approach	Bulatova A.N. primary school teacher	09.00- 9.30	Assembly hall	The Methodists
13	Differentiation and individual approach	Azhikova A.V. - teacher of biology, Tanbergen M.K. - teacher of biology	9.30 - 10.00	Assembly hall	The Methodists
14	Modern technologies in the educational process	Kusainova M.M., teacher of Russian language and literature	10.00 - 11.00	Assembly hall	The Methodists
15	Assessment as one of the most important aspects of the educational process	Suleimenov A.K. – computer science teacher , Kinayat D.E. – computer science teacher	11.30 - 12.30	Assembly hall	The Methodists
16	Global citizenship and multiculturalism	Ten I.A. – history teacher	12.30- 13.00	Assembly hall	The Methodists
March 26 to March 31, 2025					

1.	Preparation for the CIS pre-visit: What is important for every teacher to know?	Kanatbekuly A.	9.00-10.00	Assembly hall	Қанатбекұлы А.
2.	Artificial Intelligence classes	Suleimenov A.K.	10.00-12.00	208 кабинет	Косова Г.П., Тен И.А.
3.	English language classes	Rkhshinda Shakir-Akzhanat Berkinbay Mariam Nakuwanda- Dulatov's Female Edward Chukwuemeka- Dayana Tankibayeva	10.00-12.00	316,317, 238	Қанатбекұлы А.
4.	Preparation for the city seminar of primary school teachers "Formation and development of functional literacy of students in the classroom as the most important condition for improving the quality of education" (master classes)	S. Zaitseva, K. Kaisanova.K. S. Omarova.K., E. Kapralova , V. A. Bulatova.N., M. Alimova, K.	13.00-14.00	Assembly hall	Косова Г.П., Тен И.А. Оспан Р.Ж.
5.	International CIS standards and their impact on school development	Kanatbekuly A.	09.00-10.00	Assembly hall	Қанатбекұлы А.
6.	Preparation for the city seminar of primary school teachers "Formation and development of functional literacy of students in the classroom as the most important condition for improving the quality of education" (open lessons)	Zaitseva, A. N., Kaisanova.K. N. Omarova.K. N., Kapralova, V. N. Bulatova A.N., Alimova.K. N. Kurmangalieva R.N., Mukhametova G.S., Sabitova A.S., Asulkanova G.N., Zhumagulova A.M., Nurzhanova A.Zh., Satbaldinova Z.K., Rsaeva E.M., Pivtoraka T. N.	12.00-13.00	Assembly hall	Косова Г.П., Тен И.А. Оспан Р.Ж.

09.04.2025

The topic of the city seminar is "Formation and development of functional literacy of students"
The purpose of the seminar is to familiarize participants with effective methods and approaches to the formation of functional literacy in primary school lessons.

Master class: "Mathematics in life: the development of functional literacy in elementary schools" Svetlana A. Zaitseva, teacher-master of Alpamys School					
№	Group 1	Group 2	Group 3	Group 4	Group 5
1	1 «F» grade 117 classroom Subject: Maths Topic: "Lesson 107. Numbers from 11 to 20. How do vegetables grow?" Teacher: Svetlana Zaitseva Anatolyevna	1 «L» grade 108 classroom Subject: Maths Topic: "The numbers are within 20. Pinning. Vegetables" Teacher: Madina Alimova Consulovna	2 «F» grade 103 classroom Subject: Maths Topic: "Solving problems to increase and decrease the number several times" Journey through the native land" Teacher: Gulnara Mukhametova Serikovna	1 «A» grade 123 classroom Subject: Maths Topic: "counting in groups of 2 to 20" Aliya Sabitova Sabyrzhanovna	2 «B» grade 118 classroom Subject: Maths Topic: "Methods of effective calculation" Karim Kaisanova Kairbekovna
2	3 «F» grade 234 classroom Subject: Literary reading Topic: U. Kanakhin "How did friends save the fish?" "Water is the wealth of nature" Teacher: Raykhan Kurmangalieva Negmetollaevna	1 «J» grade 110 classroom Subject: World Studies Topic: "How the lives of ancient people changed" Teacher: Aynagul Bulatova Nikolaevna	3 «J» grade 210 classroom Subject: Literary reading Topic: U. Kanakhin "How did friends save the fish?" "Water is the wealth of nature" Teacher: Saule Omarova Kabdrakhimovna 3 "L" grade Natural Science. Topic "How the shadow appeared" Teacher: Zhanar Tundykbaeva Tulegalievna	1 «B» grade 122 classroom Subject: Native language Topic: "words denoting the name of an object. One minute" Zulkhiya Satbaldinova Kuserbaevna	4 «A» grade 213 classroom Subject: Kazakh language: Topic: "I'll be a pilot. Future Tense" Elvira Rseeva Malikovna

3	3 «G» grade 232 classroom Subject: Maths Topic: "A bill is a paper money sign" Teacher: Evgeniya Kapralova Viktorovna	3 «I» grade 219 classroom Subject: Natural Science Topic: "How do objects reflect light?" Teacher: Tatiana Pivtorak Ivanovna	3 «K» grade 233 classroom Subject: World Studies Topic: "Where should a tourist go?" Teacher: Gulsum Nazhmidenovna Asulkanova	2 «A» grade 119 classroom Subject: Kazakh language Topic of the lesson: "singular and complex verb" Aliya Zhumagulova Masalimovna	3 «A» grade 215 classroom Subject: Kazakh language Topic of the lesson: "Count name. Countable and ordinal numeral" Teacher: Asel Nurzhanova Zhatayevna
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№	Time	The theme of the master classes	Teacher's full name	Classroom
1	12.55-13.35	"Developing the ability to read, count, and solve problems: how functional literacy helps us in life" "Modern methods of functional literacy formation"	Aizhan Sagintayeva Zhanatkyzy, teacher of "International Future School" Svetlana Murtazoeva Kronidovna, teacher of Abis school, Altyn Kuandykova Serikovna teacher of the National School of Physics & Math	108 classroom
2		"Development of functional literacy through reading in younger schoolchildren" "Development of natural science literacy"	Madina Alimova Consulovna, Aynagul Bulatova Nikolaevna, teachers of Alpamys School	110 classroom
3		"Development of reading literacy" "Development of mathematical literacy in grades 3-4"	Saule Omarova Kabdrakhimovna, Evgeniya Kapralova Viktorovna teachers of Alpamys School	210 classroom
4		"Improving the skills of Primary School students to write a summary, a work through a dodecahedron (dodecahedron)" "Ways to create a 3D video used in the classroom"	Karim Kaisanova Kairbekovna, Teacher of Alpamys School, Perizat Zhubanova Abdirakhmanovna, teacher of international future School	118 classroom

5		"Development of functional literacy of students in Kazakh language lessons is an important condition for improving the quality of Education" "Development of functional certificates of young schools in the Russian language and literary language"	Karlygash Nurakhmetova Kadyrkhanovna Ainur Akashaeva Bazarbekovna, 84 school-Lyceum teachers Dinara Ibraeva Serikovna Zhanara Kalieva Serikbaevna 84 school-Lyceum teachers	119 classroom
6		"Methods and techniques based on functional literacy in Literature lessons"	Aizhan Duisenbekova Sarsenbekovna "Spectrum International School" Kazakh language and literature Nurlanovna Zhansaya-school" NURORDA"	117 classroom

ACADEMIC ACHIEVEMENT RESULTS

The presence of students, winners of Olympiads, testifies to the professionalism of our teachers. Among the numerous methods of work focused on the intellectual development of schoolchildren, subject Olympiads and competitions of scientific projects occupy a special place.

Table 1. Results of participation in Olympiads and competitions (2024-2025 academic year)

Level	Total participants	Grand Prix	I place	II place	III place	Diploma	Certificate
District	63	8	6	2	14	4	29
City	96	—	9	10	15	13	49
Republican	12	—	4	4	2	2	—
International	6	—	3	1	1	1	—
TOTAL	177	8	22	17	32	20	78

Appendix – 2

Information about the winning students of the intellectual Olympiad "Akбота" in the natural-mathematical field among the Alpamys School secondary schools in Astana for the 1-3 quarters of the 2024-2025 academic year

The "Akбота" Olympiad is held to stimulate students' motivation to study humanities in more depth and to encourage students' interest in subjects such as history, literature, social studies, linguistics. In the current academic year, only 110 students participated in the Olympiad in natural sciences and mathematics.

Direction	Total participants	I place	II place	III place	Certificate
Natural-mathematical	110	41	52	16	1
Social and Humanitarian	47	13	24	9	1
TOTAL	157	54	76	25	2

Appendix -3

The school traditionally hosts the Annual Open School Fair of Ideas, Projects and Scientific Research, an event aimed at demonstrating creative and research initiatives of students and teachers focused on solving socially significant problems. The focus is on projects that comply with the United Nations Sustainable Development Goals, defined as an action plan to ensure a better and more sustainable future for all.

In 2024, more than 200 students participated in the fair, presenting individual and collective projects. The work covered a wide range of areas: environmental safety, rational use of resources, quality education, health and well-being, innovation and infrastructure, sustainable cities and towns, responsible consumption and production.

The fair promotes the development of students' research skills, critical and systematic thinking, the formation of an active civic position, and also encourages teachers to introduce project-based and interdisciplinary approaches to the educational process.

CONCLUSIONS AND RECOMMENDATIONS ON THE SCIENTIFIC AND METHODOLOGICAL WORK OF THE SCHOOL FOR THE CURRENT ACADEMIC YEAR:

1. Professional development of teachers:

- Seminars, trainings, master classes on topical issues of education were held during the year.
- The exchange of experience between teachers has been strengthened, open lessons and methodological consultations have been organized.
- Teachers are more active in participating in professional competitions and conferences.

2. Introduction of modern educational technologies:

- Interactive methods, digital technologies and project-based learning were actively used.
- The use of electronic educational platforms has been expanded.
- An analysis of the effectiveness of the methods used has been carried out.

3. The work of methodological associations:

Methodical associations of teachers systematically worked to improve the curricula.

- Discussions on new educational technologies and their implementation in practice are organized.
- Methodological recommendations have been developed to improve the quality of teaching.

4. Monitoring and analysis of the quality of education:

- Intra-school studies and diagnostics of students' academic performance have been conducted.
- The strengths and weaknesses of the educational process are identified.

5. Work with the Olympiad reserve and project activities:

- The number of participants in subject Olympiads and competitions has increased.
- Positive results have been achieved at the school, district and regional levels.
- The strengths and weaknesses of student training have been identified.
- Students actively participated in scientific and practical conferences and project competitions.
- Developed the skills of research, critical thinking and independence.
- The interdisciplinary approach needs to be strengthened and more students involved.

PRIORITY ACTION PLAN FOR THE 2025-2026 ACADEMIC YEAR

№	Event	Timing	Main actions	Target indicator (KPI)
1	Targeted professional development program	Until the end of the 2025-2026 academic year	30 hours of courses, seminars, coaching for 20% of teachers	90% of teachers are implementing new techniques
2	Integration of digital technologies	January 2026	Roadmap, 5 workshops, interactive platforms	70% of teachers use ≥ 2 digital tools; digital literacy increased by 15%
3	End-to-end performance monitoring	December 2025	Diagnostic slices, automated analytics	Decrease in the share of low achievers by 10%
4	Mentoring for young professionals	September 2025	Appointment of mentors, 5 joint lessons, coaching	95% have successfully adapted and are proficient in modern techniques
5	Development of project activities	September 2025	1 interdisciplinary project per year for each	Participation in competitions +25%, increase in functional literacy
6	Strategic partnerships	June 2026	Cooperation with 2 universities and 2 schools, 3-4 joint events	All planned projects have been implemented
7	Preparation of the Olympiad reserve	September 2025	Individual plans, fees, mentors	Prizes: district +15%, region +10%, 2 people — republican level
8	Digital database of Olympiad materials	November 2025	Systematization by topic, video selections	They are used by 90% of teachers, 70% of students
9	Scientific research competitions	June 2026	Monthly consultations, 2 school conferences	Participation +20%
10	Early career Guidance Program	March 2026	Lectures, excursions, access to university resources	3 lectures, 2 field trips, $\geq 80\%$ coverage of target classes
11	Support for talented students	December 2025	Position, grants to the top 5%, monthly incentives	Motivation growth +20%, reflected in the portfolio

CAREER GUIDANCE WORK

In the 2024-2025 academic year, career guidance was aimed at providing comprehensive support to students in the process of professional self-determination.

Main tasks:

- formation of an informed approach to choosing a profession;
- expanding knowledge about modern specialties;
- development of skills necessary for successful admission to universities in Kazakhstan and abroad;
- Strengthening partnerships with leading educational institutions and organizations.

Key events

1. Educational Exhibition at the Hilton Hotel (September 19, 2024)

Students of grades 10-11 talked with representatives of leading universities from different countries, received consultations on entrance requirements, study programs and employment prospects. The stands of European universities with English-language programs were of particular interest.

2. Presentation by Xian Jiaotong-Liverpool University (September 23, 2024)

Representatives of the university spoke about joint programs with British universities, opportunities for obtaining double degrees and employment prospects. The students learned about the specifics of studying in China, cultural peculiarities and scholarship programs.

3. Meeting with De Montfort University Kazakhstan (September 26, 2024)

Sanzhar Nasyrbekov presented innovative programs in the field of digital technologies and business, emphasizing a practice-oriented approach and international internship opportunities.

4. University of Canberra Presentation (September 30, 2024)

The Australian guests spoke about the country's higher education system, sought-after specialties, and employment prospects.

5. Visit of the MGIMO Vice-rector (October 1, 2024)

Stanislav Surovtsev discussed with the school administration the prospects of cooperation, the possibilities of joint projects and summer schools.

6. IELTS Mock Exam (October 2, 2024)

The IDP examiners conducted testing, identified areas for improvement, and gave individual recommendations.

7. GSC University Study Fair (December 13-14, 2024)

The event brought together more than 20 universities from 10 countries. Master classes on motivation letters and preparation for international exams were particularly popular.

8. Meeting with Nazarbayev University (November 14, 2024)

Students in grades 8-11 received detailed information about bachelor's degree programs, entrance exams, and scholarship opportunities.

9. IELTS Preparation Workshops (February 19, 2025)

IDP trainers taught exam strategies, practiced writing and speaking skills, and provided individual recommendations.

10. Presentation of Raffles Education (February 20, 2025)

Natcha Potharan's representative spoke about studying in Malaysia and Italy, dual degree programs and international internships.

11. Meeting with De Montfort University Kazakhstan (February 26, 2025)

Veronika Yong and Sanzhar Nasyzbekov presented new programs, opportunities for grants and scholarships.

12. Presentation of sustainable tourism programs (February 28, 2025)

Representatives of Kazakh Tourism, the University of Lucerne and the International Academy of Tourism presented the International Sustainable Tourism Management program.

13. Visit to Coventry University (March 17, 2025)

Students and university representatives shared their experiences of studying in the UK and talked about career opportunities.

14. Presentation of Astana IT University (March 18, 2025)

Students learned about promising IT specialties, student projects and cooperation with leading IT companies.

15. CIS preparatory visit (April 7-10, 2025)

Experts Christopher Maggio and Mike Spencer conducted an assessment of the school within the framework of international accreditation.

16. Singapore Institute of Management Presentation (April 9, 2025)

The representatives spoke about programs in the field of business administration, cybersecurity and digital technologies.

17. IELTS Mock Exam (May 21, 2025)

A full-scale testing was conducted with a detailed analysis of the results and individual recommendations.

INTERNATIONAL COOPERATION

During the year, the school expanded its international relations:

- conducted online cultural events with the Chinese school;
- organized a trip of employees to Qatar to participate in an international conference;
- Partnerships have been established with universities in the UK, Australia, Canada and China.

Working with students and parents

- more than 100 individual consultations have been conducted;

- trainings on self-presentation and writing motivation letters are organized;
- Regular parent-teacher conferences on career guidance have been held;
- A database with information about universities and training programs has been created.

Conclusions and achievements

- 95% of 11th grade graduates have decided on their future profession;
- 78% of students in grades 9-10 passed the professional assessment;
- More than 50 career guidance events have been held.

RECOMMENDATIONS FOR THE 2025–2026 ACADEMIC YEAR

1. Expand the early career guidance program for students in grades 5–7.
2. Implement a digital platform for career aptitude testing.
3. Increase the number of practice-oriented activities.
4. Organize excursions to partner enterprises.
5. Launch a mentorship program with the participation of alumni.
6. Organize a series of seminars on the development of soft skills.
7. Strengthen informational support for career guidance activities.

EDUCATIONAL WORK

Educational work at the Alpamys school in the 2024–2025 academic year was accomplished on the basis of the following regulatory legal acts::

1. UN Convention on the Rights of the Child;
2. Constitution of the Republic of Kazakhstan;
3. Code of the Republic of Kazakhstan "On Marriage (Matrimony) and Family" (dated December 26, 2011);
4. Law of the Republic of Kazakhstan "On the Rights of the Child in the Republic of Kazakhstan" (August 8, 2002);
5. Law of the Republic of Kazakhstan "On the Prevention of Domestic Violence" (No. 214-IV of December 4, 2009);
6. Law of the Republic of Kazakhstan "On the protection of children from information harmful to their health and development" (dated July 2, 2018 No. 169-VI);
7. Act No. 591 of 9 July 2004 on the prevention of juvenile delinquency and child neglect;
8. Law of the Republic of Kazakhstan "About Education" (July 27, 2007);
9. State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025;
10. "Conceptual foundations for the development of local history in the Republic of Kazakhstan" (approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 1, 2018 No. 525);;
11. Values-Based Education Project (approved by the order of the Ministry of Education and Science of the Republic of Kazakhstan dated June 12, 2020 No. 248).

Th main tasks of educational work:

1. Fostering respect for parents and elders, the value of family unity, the formation of skills in conscientious fulfillment of family duties..
2. Formation of benevolence, honor, responsibility, care, justice, hard work and legal culture.
3. Respect for national heritage, Kazakh language and state symbols, preservation of peace, harmony and national unity, development of patriotism and state identity.
4. Maintaining health, leading a healthy lifestyle, emotional stability and moral purity.
5. Respect for nature and cultural heritage, rational and efficient use of natural resources.

Forms of implementation:

- Class hours and extracurricular activities;
- Traditional school-wide activities;
- Supplemental education;
- Work of student self-government groups;
- Extracurricular work in subjects;
- Participation in city, regional and republican competitions.

923 students took part in the events organized throughout the year.

Broad and diverse social ties contribute to the child's self-knowledge, adaptation and socialization. For this purpose, this year the school has established partnerships with various socio-educational organizations, combining their efforts for the comprehensive development of students.

SCHOOL SOCIAL PARTNERS:

- parents and legal representatives of students (guardians, foster carers);
- teachers of supplemental education in the city;
- trainers of city sports sections;
- employees of museums and memorial complexes;
- librarians;
- Employees of the internal policy department of the Government's Office of the Nura district;
- medical workers of the city and specialists of the Center for the formation of a healthy lifestyle;
- juvenile police inspectors.

Work with each partner institution is aimed at solving specific problems of personal development.

Information openness:

- Information stands at the Center for Pedagogical Support of Parents;
- Official school website (weekly update);
- Electronic Kundelik.kz log (daily update);
- School's Instagram account.

Monthly events:

- Performing the Anthem of the Republic of Kazakhstan on Mondays;

- "Proverb of the Week" - a discussion of wise statements;
- "Safety Lesson" (10 minutes per class hour);
- National Games;
- "Exemplary 15 minutes" - conversations between parents and children;;
- "Lean Consumption" - Lean Learning;
- "Kui melodies" - listening to Kazakh melodies at recess at school.

1. VALUE "INDEPENDENCE AND PATRIOTISM"

During the school year, the Alpamys school systematically implemented measures aimed at forming patriotism, national identity and civic responsibility of students. Educational work was based on the principles of preserving the national heritage, respect for cultural and linguistic traditions, interethnic harmony and tolerance.

Key activities:

- Week "Independence is my support" with competitions for reading poems, essays, drawings;
- Solemn gathering for Independence Day with a review of history and creative performances of students;
- exhibitions and projects "My Homeland – Kazakhstan"
- thematic class hours, meetings with scientists and cultural figures;
- events for the Day of State Symbols, the Day of National Clothing, the celebration of Nauryz;
- charity events, volunteer initiatives and competitions for the preservation of cultural heritage.

The educational work program has proven its effectiveness in forming patriotic values, active citizenship and respect for the multinational culture of Kazakhstan among students.

The educational program of the Alpamys school shows positive results in the formation of patriotic values and civic responsibility of students.

Events to foster patriotism, respect for the Kazakh language, national symbols, preservation of peace, harmony, cohesion and national unity in the 2024-2025 academic year

Name of the event	Members	Form of the event
"School is a territory of good" project	1-11 grades	Ceremonial meeting and class hours
September 5 - Day of Languages of the People of Kazakhstan	1-4 grades 5-11 grades	Class hour
Photo contest for Family Day "My family is a territory of happiness"	1-11 grades	Photo contest
November 15 - National Currency Day - Tenge "National currency - Tenge"	1-4 grades 5-9 grades	Class hour
Project "Kamkor" Action "Take care of nature!"	10-11 grades	Extracurricular activity
Performance of the Anthem of the Republic of Kazakhstan (within the framework of the project "9 months - 9 events")	1-11 grades	Challenge

"Support of the people" project for the Day of the Republic of Kazakhstan	1-11 grades	Extracurricular activity
Serving for the Good of Society project	10-11 grades	Class hour
"Wake up, honor and loyalty" (project "Enbek adal Zhas Oren")	1-11 grades	Class hour
November 16 - International Day of Tolerance	10-11 grades	Extracurricular activity
Action "We care about nature!" (project "Kamkor")	5-8 grades	Extracurricular activity
Challenge "Asyk atu"	1-11 grades	Challenge
Military Patriotic Song Festival	5-11 grades	Extracurricular activity
National Decorations Day SHABYT Project	1-11 grades	Extracurricular activity
"Kazakhstan - One Land, One People, One Future"	1-11 grades	Class hour
"Dedicating my victory to Independence!" (project "Urpaqqa amanat")	1-11 grades	Extracurricular activity
December 5 - World Volunteer Day	5-11 grades	Extracurricular activity
December 16 - Independence Day of the Republic of Kazakhstan "Tauelsizdik - tendesi joq baylyk"	1-11 grades	Class hour
February 14 - International Book Donation Day	1-4 grades	Extracurricular activity
"Pro TIME" in the world of professions (Project "Enbegi adal zhas Oren")	10-11 grades	Extracurricular activity
Organization of the Open House. Grades 5-11 in military units and institutions (SHABYT projects)	5-11 grades	Open day
7 - World Health Day	1-11 grades	Festivals, sporting events
April 18 - International Day for the Protection of Monuments and Historical Places "Tribute to History"	5-11 grades	Extracurricular activity
April 23 - National Book Day (Children's Library Project)	5-9 grades	Challenge
May 1 - Day of Unity of People of Kazakhstan	5-8 grades	Open information lessons
Reading School Challenge (Children's Library Project)	1-11 grades	Challenge
"Find yourself in the world of professions" implementation of the project "Enbegi adal zhas Oren"	7-11 grades	Extracurricular activity
March 8 - International Women's Day	1-11 grades	Extracurricular activity
March 14 - Creation Day, Amal holiday (implementation of the project "Enbegi adal zhas Oren")	1-11 grades	Extracurricular activity
"Dombra Party" Challenge "Dombryshylar" Project "SHABYT"	1-11 grades	Challenge
Contest of grandmothers and grandchildren	1-11 grades	Extracurricular activity
Holiday Nauryz "Welcome to Nauryz!"	1-11 grades	Extracurricular activity
May 11 - Day of Unity of People of Kazakhstan	1-11 grades	Parent Hour/Class Hour
May 7 - Defender of the Fatherland Day	1-11 grades	Class hour
May 9 - Victory Day in the Great Patriotic War	1-11 grades	Extracurricular activity
May 18 - International Museum Day	5-8 grades	Class hour

2. VALUE "UNITY AND CONSENT"

Within the framework of the program "Birtutas Tarbiye," the school "Alpamys School" implements systematic work to instill in students respect for cultural diversity, interethnic harmony, tolerance and patriotism. The goal is to form highly moral, responsible and socially active citizens.

The main areas of work:

- development of moral and moral qualities (kindness, honor, responsibility, honesty);
- forming a sense of social justice, caring for others;
- increasing legal literacy and hard work;
- advisory and educational activities.

Key activities:

- educational hours and meetings on legal culture, prevention of offenses, formation of friendship and respect;
- thematic projects and actions: "Unity that unites us," "Caravan of friendship," "Country of peace and harmony";
- meetings with representatives of national communities, heroes of the country and participants of the project "100 new names of Kazakhstan";
- cultural and sports events for public holidays, including the Day of Unity of the People of Kazakhstan;
- volunteer actions (nursing homes, animal shelters), environmental projects;
- partnership with juvenile police on safety and prevention;
- joint projects with libraries, including "School in love with reading";
- events within the framework of the decade of three languages, competitions and creative projects aimed at the development of language and cultural literacy.

The implemented initiatives contributed to the strengthening of an atmosphere of mutual understanding, discipline and friendliness in the school team, the development of a sense of responsibility and an active civic position of students.

VALUE "JUSTICE AND RESPONSIBILITY"

Within the framework of the Birtutas Tarbiye program, the Alpamys School implements comprehensive educational work aimed at developing students' understanding of justice, responsibility, citizenship and high moral qualities.

Main directions:

- educational hours and round tables ("Being fair is a matter of honor," "Responsibility is the key to success");
- projects and practical tasks that form personal responsibility ("I am a responsible student," duty, homework, participation in community service);
- joint activities with parents, including workshops and trainings;
- participation of schoolchildren in city events and round tables.

Interaction with parents:

The school actively involves families in the educational and educational process, holds regular parent meetings, thematic consultations, trainings and seminars. Parents take part in

school holidays, sports festivals, environmental events and cultural projects, as well as in the work of commissions and committees.

Information openness is ensured through:

- information stands at the Center for Pedagogical Support of Parents;
- the official website of the school and the electronic log Kundelik.kz (regular update);
- social networks.

Systematic cooperation with parents contributes to the formation of students' respect for family traditions, the development of a healthy lifestyle, the prevention of irrelevant behavior and harmonious personal development.

LAW&ORDER VALUE

Within the framework of the program "Birtutas Tarbiye" at the school "Alpamys School" systematic work is being carried out to improve the legal literacy of students, the formation of respect for the law and the skills of maintaining order.

Key activities:

- legal class hours, discussions and interactive classes ("My Rights and Responsibilities");
- meetings with representatives of the police and lawyers on the topics of offenses, cyberbullying, prevention of drug addiction, traffic rules;
- familiarization with the internal rules of the school and monitoring their observance, encouraging exemplary behavior;
- creative contests of drawings and essays on legal topics.

These activities foster accountability, fairness, legal culture and critical thinking.

STUDENT SELF-GOVERNMENT

An important part of educational work is the activities of student self-government bodies aimed at protecting the rights and interests of students, supporting initiatives, developing leadership and organizational qualities.

Structure:

- School President - Bakytbek Aruzhan (10A);
- School Board - representatives of four leagues (Earth, Air, Water, Fire), each of which has a curator from among teachers and a leader from among students. The league for the student is a "second family," united by common affairs, mutual assistance and competition for team points.

The main areas of work in the 2024-2025 academic year:

- media groups in each classroom that cover school life on social media and on the website;
- support in organizing and conducting school events;
- advisory council for high school students to help younger students in their studies and creativity;
- meetings with famous figures of the city;
- music and game changes for outdoor activities;
- participation in meetings of the Commission on Crime prevention and mediation;

- volunteer projects, school representation at city and national competitions.

The well-coordinated work of student self-government contributes to the strengthening of the school community, the formation of responsibility, legal and civic culture.

PREVENTION OF JUVENILE DELINQUENCY

Crime prevention is one of the priority areas of the Alpamys School's educational work. The goal is to prevent illegal actions, form a legal culture, prevent bad habits, prevent neglect and injury, and enhance the educational role of parents.

At the beginning of the school year, an Action Plan for the prevention of juvenile delinquency was developed and implemented in accordance with the Law of the Republic of Kazakhstan No. 591 *"On the prevention of juvenile Delinquency and the prevention of neglect and homelessness of children."*

The main forms of work:

- family visits to monitor living conditions, educational environment and leisure activities;
- studying the personal characteristics of adolescents, conducting correctional and developmental classes;
- psychological and pedagogical consultations for parents and teachers;
- individual and group preventive conversations with students;
- involvement in socially significant activities and extracurricular activities.

Organizational structure:

From the 2024-2025 academic year, there is a Preventive Council (chairman, Deputy Director for HR, teachers, district inspector). During the year, 5 scheduled meetings were held, at which the following issues were considered:

- prevention of delinquency and neglect;
- prevention of the use of nicotine-containing mixtures and vapes;
- classroom teachers' reports on educational work;
- measures to reduce class absences for no good reason;
- promoting a healthy lifestyle;
- organization of vacation leisure as an element of prevention.

Results for the 2024-2025 academic year:

- Systematic work has been carried out with parents to improve legal literacy and responsibility for raising children;
- The interests, needs, and causes of behavioral abnormalities in students have been identified;
- reduced the number of missed lessons for no good reason;
- Prevention of antisocial behavior has been activated;
- Coordination of actions of social, psychological services, teachers and parents is ensured.

The joint work with the Prosecutor's Office of Astana included:

- Class hours and talks ("Rights and duties of minors", "Administrative and criminal responsibility", "Secure Internet", "Ignorance of the law does not exempt from responsibility");
- parent-teacher conferences on the formation of legal behavior and interaction between family and school;

- preventive classes on drug addiction, healthy lifestyle, and personal safety rules.

The comprehensive work made it possible to raise the level of the students' legal culture, strengthen discipline and form stable skills of lawful behavior in them.

The values of the "HOLISTIC EDUCATION" program: diligence, professional competence and environmental education

Diligence and professional competence

One of the key areas of the school's educational work is the formation of hard work, perseverance, responsibility and professional skills among students. The goal is to promote an informed choice of profession, the development of competitiveness and readiness for active work. Основные задачи:

- developing an interest in work and developing basic work skills;
- familiarization with various professions and fields of activity;
- promotion of socially useful work;
- organization of career guidance events for an informed choice of profession.

The min events:

- classroom and educational hours dedicated to the topic of labor;
- trade fairs and meetings with representatives of various professions;
- creative projects, including the show "My future profession";
- excursions to enterprises and workshops;
- the work of creative and labor circles;
- Labor training lessons and project activities;
- "Labor Day" and "Parents' Profession" events.

Environmental education

The school consistently forms students' respectful attitude towards nature, national and cultural heritage, develops environmental literacy and a conscious attitude towards the "man–society–nature" system.

Priority tasks:

- Support for the environmental policy of the Republic of Kazakhstan;
- formation of knowledge about the rational use of natural resources;
- development of skills of participation in environmental protection;
- Fostering respect for national values and cultural heritage;
- Integration of environmental and economic literacy into the educational process.

The events of the year

- carrying out educational work on the conservation of nature and national traditions;
- organization of actions on landscaping and environmental protection;
- participation in thematic environmental projects;
- development of the content and methods of environmental education.

Comprehensive work in these areas contributes to the education of responsible, socially active and professionally oriented graduates who are ready for sustainable development and creative activities.

- Name of the event	Participants	Form
Republican children's aitys "in the footsteps of the ancestors..."	5–11 grades	Extracurricular activities
Family Sports Game	3 grades	Class hour
Preparation for the creative contest "X-Factor Alpamys"	6–8 grades	Extracurricular activities
Kind heart-a visit to a homeless animal house with an action	9–11 grades	Charity event
"Efficiency Innovator"	1–11 grades	Class hour
October 25 – Republic Day	1–11 grades	Extracurricular activities
«Togyzkumalaq-day»	1–6 grades	Extracurricular activities
Educational quest game "Know many languages, but above all respect your language"	1–4 grades	Extracurricular activities
"National Game – national heritage"	1–6 grades	Extracurricular activities
February 15 – Kazakh History Day	1–11 grades	Class hour
February 27 – Day of Traditions	1–11 grades	Class hour
The contest "Come on, girls!"	6–7 grades	Class hour / Extracurricular activities
"Happy Holidays, Mom!" Festive matinees for March 8th	1-5 grades	Extracurricular activities
April 1 – Kazakh Art Day	1–11 grades	Class hour
April 9 - Forgotten national dishes	1–11 grades	Parents / Class hour
Green School Week	1–11 grades	Eco-week, Class hour
The Digital Diet: how does a short-term withdrawal from gadgets affect you?	9–11 grades	Extracurricular activities
Green Territory Challenge	8–11 grades	Challenge
Drawing contest "My Mother"	1–7 grades	Extracurricular activities
"Knowledge belongs to the Motherland!"	1–11 grades	Class hour

CONCLUSIONS:

In the 2024-2025 academic year, as part of the educational work of the Alpamys School, comprehensive and systematic activities were carried out aimed at forming students' conscious attitude to nature, national heritage, culture and environmental issues. The implemented measures contributed to improving the level of environmental literacy, developing a culture of rational use of natural resources, as well as strengthening respect for national values.

FOSTERING THE VALUES OF "CREATIVITY AND NOVELTY"

Educating the younger generation through the value of creativity and novelty is one of the key areas of the modern education system and an important component of the Alpamys School. This direction is aimed at developing students' creative thinking, the ability to generate new ideas, make independent decisions and successfully adapt to the requirements of modern society.

The content of the concept:

- **Creativity is the development of a child's creative potential, the generation of new ideas, and the formation of creative thinking skills.**
- **Novelty — mastering modern technologies and methods, the ability to apply them in practice in accordance with the current requirements of the time.**

Ways and mechanisms of implementation: В учебном процессе:

- Implementation of project assignments and lessons on STEAM technology.
- Expanding the boundaries of students' thinking through creative and research work.
- Application of digital technologies: robotics, programming, AR/VR.

In educational work:

- Organization of competitions and exhibitions of young inventors and innovators.
- Familiarization with modern professions in the framework of career guidance.
- Implementation of students' startup projects.

The role of teachers and parents:

- Creating conditions for students to freely express their thoughts, including the right to make mistakes.
- Support for new ideas and help in their implementation.
- Popularization of reading, including science fiction literature.

Implemented projects and programs:

- **The Kamkor project is a systematic support for the social status of students.**
- **The project "Enbegi adal – zhas orren" — activities for the formation of diligence.**
- **The Shabyt project is the development of students' creative potential.**
- **The Zharkyr Oil Alany project — identification and development of intellectually gifted children.**
- **Smart Bala project — improving the quality of education through digital tools.**
- **The Children's Library project is aimed at stimulating interest in reading.**
- **The Center for Pedagogical Support of parents is the involvement of parents in the educational process.**

Preventive measures — ensuring intra-school order and student

- **Novelty — mastering modern technologies and methods, the ability to apply them in practice in accordance with the current requirements of the time.**

Ways and mechanisms of implementation:

1. In the educational process:

- Implementation of project assignments and lessons on STEAM technology.
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- **The Children's Library project** is aimed at stimulating interest in reading.
- **The Center for Pedagogical Support** of parents is the involvement of parents in the educational process.
- **Preventive measures** — ensuring intra-school order and student safety.

CONCLUSION:

In the 2024-2025 academic year, Alpamys School implemented a comprehensive, systematic and meaningful program aimed at developing students' creative thinking, initiative, independent decision-making skills and the ability to innovate. The implementation of project, research and creative initiatives has ensured a steady increase in the level of creative, intellectual and civic engagement of students. The achieved results are confirmed by the successful participation of schoolchildren in competitions, exhibitions, startup projects and other events at various levels, which contributes to the formation of a competitive, socially responsible and adaptive personality.

Alpamys School within the framework of these projects in the 2024-2025 academic year:

Name of the event	Form	Participants
The Golden Cradle of Family Education Challenge – September 5th	Extracurricular activities	Grades 1-11
September 5 – " day of languages of the people of Kazakhstan "(project: "Enbek Adal Zhas Oren")	Class hour	Grades 5-11
"Izgilikke kalam tartkan zhas gumyr" (Project: "Reading school")	Class hour	Grades 1-4
Family Traditions " (dedicated to Family Day) (projects: the center for pedagogical support of parents, the school of grandfathers, the school of grandmothers, the school of fathers, the School of mothers)	Class hour	Grades 1-11
Family traditions" (projects: Internet and security, "Osiet", "Gibrat", "Ulagat", "Meyrim»)	Parent-teacher meeting	Grades 1-11
Volunteer activity "Service to society" (projects: "kamkor", uldar clubs, kizdar clubs)	Class hour	Grades 5-11
«Labor Day" (Project: "Zhetkinshektin zheti jargysy»)	Class hour	Grades 1-11
«The teacher is a role model!" (Project: "Shabyt»)	Extracurricular activities	Grades 1-11
« Give it to me from the bottom of your heart!» challenge (Projects: "Balalar kitapkhanasy", "Okuga kushtar mektep»)	Extracurricular activities	Grades 1-7
«Step into a secure digital world" (Zhoba: "Zhetkinshektin Zheti Jargysy»)	Meeting	Grades 5-11
The project "Enbegi adal zhas oren" is a national holiday on October 25 – "Republic Day" "My homeland is Kazakhstan»	Class hour Parent-teacher meeting	Grades 1-11
The project "Enbegi adal zhas oren" "Honest citizen – Honest work – Honest earnings" (Project: ENBEGI ADAL – ZHAS OREN)	Parent-teacher meeting	Grades 1-11
«Protect yourself from Bullying!" / "The purpose of road signs" (Project: Traffic Regulations No. 3 Preventive measures)	Class hour	Grades 1-4
«Let's protect nature!" action" (Project: "Kamkor»)	Class hour Parent-teacher meeting	Grades 1-11
Challenge: "Writing an essay: A letter to the future" (Project: "9 ai – 9 ic-»)	Challenge	Grades 5-11
« Welcome to the New Year!»	Extracurricular activities	Grades 1-4
«Akenin tourine senbe, etken enbegine sen" (Project: "Parental Support Center»)	Parent-teacher meeting	Fathers and grandfathers
«Talented grandmother – talented grandchildren" (Project: "Parental Support Center»)	Class hour Parent-teacher meeting Extracurricular activities	Grades 1-7
March 1 is the Day of gratitude "A thousand thanks ..." (Project: "Parental Support Center»)	Extracurricular activities	Grades 1-11

«Mama's Hands" challenge (Project: "Parental Support Center»)	Class hour	Grades 1-11
«Atadan – osiet, anadan – kasiyet" (Project: "Parental Support Center»)	Class hour Parent-teacher meeting	Grades 1-11
The last Sunday of April is National Independence Day (Project: "Parental Support Center»)	Class hour	Grades 1-11
The project "My grandfather is a hero" dedicated to the Victory Day in the Second World War 80 years of the Great Victory	Extracurricular activities	Grades 1-11
May 7 – Defenders of the Fatherland Day	Class hour	Grades 1-11
The last bell	Extracurricular activities	Grades 1-11

In the 2024-2025 academic year, Alpamys School consistently implemented an educational strategy aimed at forming a responsible citizen with high moral principles and an active lifestyle.

The following activities were implemented during the year:

- Thematic class hours dedicated to issues of morality, law and civil responsibility;
- Individual consultations, seminars and trainings with the involvement of police officers and juvenile police;
- Traditional actions ("Day of the Elderly", visit to the Sharapat Social service center);
- Volunteer programs, including visits to an animal shelter;
- Environmental clean-up days and actions;
- Student participation in school self-government;
- Sports competitions, school-wide celebrations and creative contests;
- Charity events and social projects aimed at improving the quality of life in society.

In the field of healthy lifestyle formation, the school provided full coverage of students with sports sections, applied an individual approach to physical education lessons, controlled the academic load and the amount of homework, formed skills of emotional stability and healthy habits.

Conclusion: Alpamys School's systematic educational work has contributed to the formation of high moral qualities, legal culture, social responsibility and a healthy lifestyle among students, creating conditions for harmonious personal development and successful adaptation in modern society.

In the 2024-2025 academic year, Alpamys School implemented a wide range of activities within the framework of the educational program aimed at forming students' values of health, emotional stability and self-realization in various fields of activity.

1. SPORTS AND RECREATION AREA

During the year the following mass sports events were held:

- **mass sports events:** "Nomad Games" (relay races with elements of national games), "Dad, Mom, I am a sports family" competitions, friendly volleyball matches, pioneer ball championship, national sports games in honor of the Nauryz holiday»;
- **traditional events:** "Health Day", bike ride in the Botanical Garden, themed relay races and sports competitions;

- **preventive work:** thematic meetings and individual consultations on quitting bad habits (smoking, alcohol, drugs, vaping).

The work was carried out in cooperation with representatives of healthcare organizations and the Center for a Healthy Lifestyle in Astana. Seminars, trainings, and individual consultations on healthy eating, physical activity, and maintaining emotional well-being have been organized.

2. CLUB ACTIVITIES AND CREATIVE DEVELOPMENT

The school has a **system of clubs and sections** with 100% student enrollment.

- **Sports sections:** swimming, football, volleyball, basketball, karate, rhythmic gymnastics, choreography, rock climbing, lawn tennis.
- **Creative and technical clubs:** robotics, chess, woodworking, 3D modeling, IT design, pottery, drawing, acting, piano, dombra, vocals.
- **Musical groups:** INTRO vocal and instrumental ensemble, kahonist ensemble, melodica ensemble.

Specialized classrooms and the Alpamys HUB center are equipped for group work. Classes are held according to an approved schedule, taking into account the academic load.

4. SOCIAL AND EDUCATIONAL PROJECTS

During the year, key projects were implemented:

- **“Kamkor”** – support for students from socially vulnerable families;
- **“Yenbegi adal zhas Oren”** – the formation of diligence through activities and extracurricular activities;
- **“Shabyt”** – development of creative abilities and organization of exhibitions, competitions;
- **“Zharkyr oil alany”** – identification of gifted children and development of their intellectual potential;
- **Smart Bala** – improving the quality of education using digital technologies;
- **“Children's Library”** – fostering interest in reading through clubs and literary evenings;
- **“The Center for pedagogical support of parents”** – active involvement of parents in the educational process;
- **Preventive measures** – systematic work to ensure discipline and safety at school.

Conclusion: the comprehensive work of the school in sports, recreation and club areas ensured the harmonious development of students, the formation of sustainable health values, the expansion of opportunities for self-realization and the identification of talents, as well as the strengthening of the school community through the joint activities of students, parents and teachers.

PROPOSALS FOR IMPROVING EDUCATIONAL WORK FOR THE 2025-2026 ACADEMIC YEAR

1. ACTIVATION OF INTERACTION WITH PARENTS

- systematic holding of parent-teacher conferences on key areas of education;
- organization of "Open Days" to involve parents in the educational process;
- conducting seminars and trainings for parents on value education, digital culture, and safe behavior;

- strengthening the partnership in the parent–school–child system through joint activities and projects.

1. FORMATION OF A CULTURE OF COMPLIANCE WITH SCHOOL UNIFORM REQUIREMENTS

- conducting explanatory work among students and parents;
- encouraging exemplary students who set a positive example;
- ensuring a unified approach to school uniforms in cooperation with the parent community.

2. SYSTEMATIC WORK WITH STUDENTS WHO ARE LATE

- daily monitoring of attendance and analysis of reasons for delays;
- individual work with students together with a psychologist, class teacher and parents;

- conducting educational hours on the theme "Time is the key to order".

3. ORGANIZATION OF EVENTS THAT PROMOTE TEAM COHESION

- holding competitions for group and collective projects (eco-actions, volunteer initiatives, etc.);
- developing team spirit through intellectual, sports and cultural activities;
- conducting trainings and group classes aimed at developing leadership skills and communication skills.

4. BULLYING PREVENTION AND THE FORMATION OF A CULTURE OF ETHICAL COMMUNICATION

- implementation of the projects "Week of Kindness", "Safe School" ;
- systematic preventive work of a psychologist and social educator;
- active use of the trust box and online counseling;
- conducting targeted conversations and classes with students, parents and teachers on the ethics of communication and the inadmissibility of violence.

PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF STUDENTS

The purpose of the work is to create optimal socio–psychological conditions for maintaining and strengthening the psychological health of participants in the educational process.

Main tasks:

- providing timely psychological and pedagogical support;
- conducting monitoring and diagnostics;
- helping children with learning, development, and adaptation difficulties;
- development of self-regulation skills, social competence and professional self-determination;
- improving the psychological and pedagogical competence of teachers and parents;
- formation of a favorable psychological climate.

Areas of activity

1. Diagnostic work

Surveys of students in grades 3-4 were conducted (the level of school motivation, creative thinking, and readiness to move to secondary school). It was found that most of the indicators are within the age norm, but 44% of 4th grade students showed a level of creativity below average, which requires targeted work by teachers to develop creative thinking.

Indicators of anxiety and adaptation were studied in grades 5. By the end of the year,

there was an improvement in adaptation, a decrease in the number of students with increased anxiety.

Students in grades 5-11 were diagnosed (anxiety level, school motivation). The data obtained was used for planning correctional, developmental and advisory work.

2. Correctional and developmental work

Individual and group classes were held with students in grades 3-11, trainings ("Let's understand each other", "Freedom of communication", "Relief of emotional tension", "Prevention of bullying", etc.). The topics of classes: attention development, correction of emotional state, dealing with stress and aggression, formation of communication skills. Preventive work on bullying included trainings, conversations, watching videos and questionnaires, which allowed to raise awareness and form a tolerant attitude among students..

3. Consultative and educational work

Individual consultations were conducted at the request of students, parents and teachers (106 consultations with students, 3 with parents, 10 with teachers). Topics of inquiry: communication difficulties, emotional and behavioral problems, child-parent relations, professional self-determination. Parents and teachers are given recommendations on how to interact with children, prevent maladaptation and bullying.

4. Organizational and methodological activities

It included work planning and analysis, documentation management, selection of diagnostic techniques, preparation of materials for consultations, educational events and methodological associations.

Conclusions and recommendations

- continue to work on the development of personal and intellectual potential of students;
- strengthen the prevention of maladaptation and bullying;
- strengthen cooperation with parents and teachers in matters of upbringing and psychological support.

CONCLUSION

In the 2024-2025 academic year, Alpamys School implemented a comprehensive development program covering key areas of activity: improving the educational process, methodological work, career guidance and educational activities.

In the field of improving the educational process, modern pedagogical technologies were introduced, systematic work was carried out to improve the quality of teaching, develop students' functional literacy, and expand their opportunities to participate in Olympiads, competitions, and project activities.

The methodological work was aimed at improving the professional competence of teachers through seminars, trainings, master classes, exchange of experience and intra-school supervision. This contributed to an increase in the quality of educational services and the strengthening of the school's human resources.

Career guidance provided students with an informed choice of their future profession. During the year, meetings with representatives of universities, master classes, excursions to enterprises, as well as individual consultations on planning the educational trajectory were organized.

The educational work of the school included the formation of civic responsibility, a culture of healthy lifestyle, patriotism, environmental literacy and moral values. The students were actively involved in socially significant projects, sports and cultural events, which contributed to their harmonious personal development.

The achieved results confirm that an integrated approach to the organization of the educational process, methodological and career guidance work ensures a steady positive trend. In the 2025-2026 academic year, it is planned to preserve and develop successful practices, introduce new projects, and strengthen cooperation with parents and social partners, which will allow the school to continue to be a modern educational center focused on quality, innovation, and personal development for each student.

OBJECTIVES FOR THE 2025-2026 ACADEMIC YEAR

1. Development of classes with the official language of instruction

- The school administration should step up efforts to attract students to classes with the official language of instruction.
- Use information campaigns, meetings with parents, demonstration of successful examples and achievements of graduates who studied in the state language.

2. Improving the quality of education in grades 7-10

Subject teachers should organize additional classes and consultations for students with low results.

- Apply modern teaching methods, including interactive technologies and individual educational routes.
- Carry out regular analysis of knowledge gaps and promptly eliminate them.

3. Ensuring continuity between levels of education

- Systematically implement a succession program, especially during the transition from primary to secondary and from secondary to senior management.
- Analyze the level of knowledge of students during the transition to a new level and plan appropriate corrective work.
- Support highly motivated students and provide targeted assistance to students with low results.

4. Improving the professional competence of teachers

The Deputy Directors should organize seminars and methodological meetings on the following issues:

- increase students' motivation,
- taking into account the age-related characteristics of the perception of the material,
- developing critical thinking,
- the use of interactive techniques.

5. Strengthening interaction with parents

- Classroom teachers can use various forms of communication: parent-teacher conferences, individual consultations, telephone conversations, online platforms.
- Ensure regular monitoring of academic performance and attendance with prompt notification of problems to parents.

6. Promotion of scientific knowledge and development of cognitive activity

- Introduce forms of stimulating interest in learning: intellectual marathons, subject weeks, Olympiads, creative contests, research projects.

7. Prevention of academic failure

- Classroom teachers conduct preventive work with students on academic performance issues on a quarterly basis.

At the end of each quarter, analyze academic results, develop measures to preserve the contingent of excellent and good students, and prevent the appearance of academic debt.